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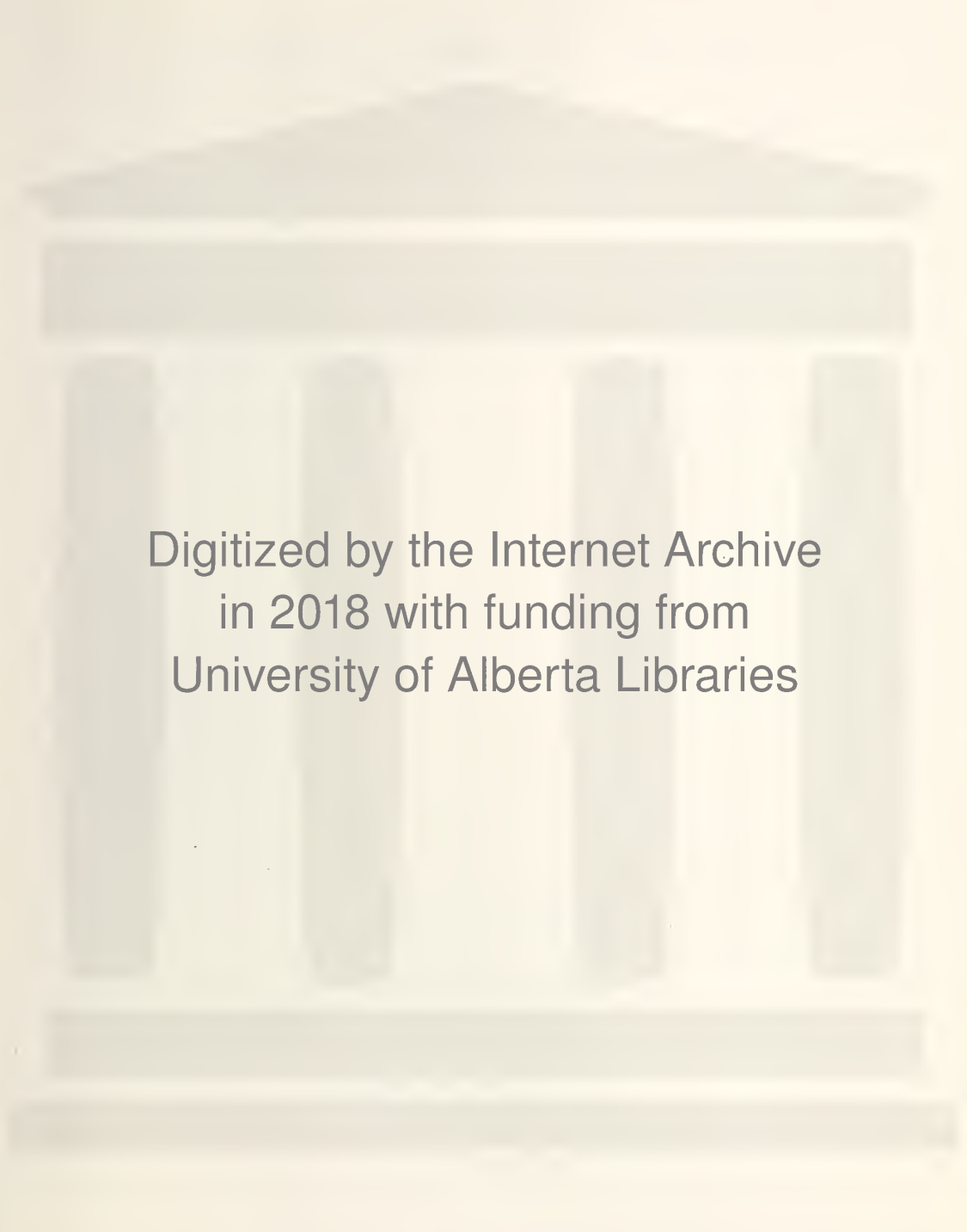
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THE UNIVERSITY OF ALBERTA

THE HISTORY OF COMMERCIAL EDUCATION  
IN CANADA

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS

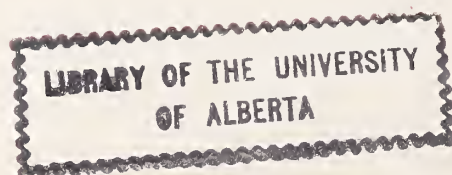
DEPARTMENT OF EDUCATION

BY

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EDMONTON, ALBERTA

MAY, 1940.



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## CHAPTER I

### THE BACKGROUND OF COMMERCIAL EDUCATION IN CANADA

The extent and nature of vocational education in any country depends largely upon the industries of the nation and the occupations of the people. Commercial education naturally flourishes in the business centres where the demand arises for secretaries, accountants, and stenographers.

The last official estimate of Canada's population, made in 1937, was 11,120,000.(1) Sixty years ago only 19.58% of the people of Canada lived in towns and cities. In 1900 the percentage had risen to 37%. In 1931, when the last regular census was compiled, the urban dwellers outnumbered the rural dwellers for the first time. In 1871 Canada had 14 cities, 49 towns, and 154 villages; in 1931 there were 112 cities, 476 towns, and 1,017 villages.(2)

This change in population has naturally been of great importance to commercial education. In rural areas there is little commercial education, partly because there is little demand for such specialized education, but mainly because money is not usually available to supply the equipment needed. Commercial education is centred in the areas where business is carried on -- the larger towns and cities. The increasing number of urban dwellers reflects Canada's increasing importance as a manufacturing and trading nation.

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1. Canada 1939, p. 11

2. Ibid pp. 12-13



Commercial education has expanded with Canada's business importance, although it has not always kept pace with it. The proportion of students in our schools taking commercial courses in Canada is far less than that in highly-industrialized and commercialized areas such as Great Britain and the eastern United States.

In the Maritime Provinces there are only a few centres of large population, and the demand for commercial education is not very great. There are only five cities with populations over 20,000 and fourteen with populations from 5,000 to 20,000. Quebec has seven cities with populations over 25,000, with Montreal having nearly a million people. Ontario has fourteen cities with populations over 20,000 and forty-six with populations between 5000 and 20,000. Ontario and Quebec have the larger centres of business, and therefore the need for commercial education is greater in these provinces than in any of the others. The three prairie provinces have only five cities of over 20,000 population and eleven cities with population between 5,000 and 20,000. The demand for commercial education is comparatively small, as the population is predominantly agricultural. In British Columbia, in contrast, much more than half the population is made up of urban dwellers, with Vancouver, Canada's great western seaport, being a great commercial centre. Thus commercial education assumes more importance in British Columbia than in the other western provinces.





## The State and Commercial Education

The British North America Act provided specifically that education should be under the jurisdiction of the provinces, except in the case of the native Indian population. This means that each province has developed its own educational system, and in effect, we have nine separate and distinct school systems in Canada. However, the general features are very much the same in each province. Public, elementary, and secondary schools serve the populations of each province, financed by local taxation and provincial grants. Each province has been free to organize any special schools that it wishes; vocational, technical, agricultural, or commercial, or to include special courses of this sort in the regular schools. The Dominion Government has provided certain grants to encourage special types of education; first in aid of agricultural education, later in aid of technical education, and more recently for the training of unemployed youth.

Commercial education has received some aid from The Technical Education Act of 1919. This Act provided a sum of ten million dollars to be expended over a period of ten years on the basis of a dollar-for-dollar sharing with the provinces of expenditures to establish and support technical schools. Commercial education came under the operation of this Act in cases where it was included in the courses of vocational and technical schools. At the end of the ten-year period only Ontario had been able to earn her full share of this subsidy, so the operation of the Act was extended for



five years to 1934, when a further extension was made. In 1929 the provinces received \$1,152,165 from the Dominion Government under the operation of this legislation. In 1936, when only Nova Scotia, Manitoba, and Saskatchewan were aided, \$98,784 was paid out. Another act of 1931 which proposed a grant of \$750,000 a year for fifteen years was never put into effect.

Generally speaking, the provinces have been slow in providing facilities for commercial education. Up to 1900, and even after that date, there was a marked prejudice against any kind of practical education. Bookkeeping was a general exception to this, being regarded as part of a general education. When commercial training for vocational purposes was required, this work was done by private business colleges, which have flourished since the first one was opened in Ontario in 1860. These private business colleges have always taught purely vocational courses to prepare students for positions as stenographers, secretaries, and bookkeepers. They have been able to retain much of their popularity because they usually require no particular educational standards for entrance, and were, until quite recently, the most rapid means of preparation for an office position.

The prejudice against commercial education in the public schools died out slowly, but it was not until well into the present century that vocational, or so-called "practical subjects", were widely accepted as a legitimate field for



publicly supported education. As early as 1871 the pioneer educationalist, Dr. Egerton Ryerson, argued for commercial education in the schools, and by 1890 Ontario had a course known as the "Commercial Course". In most provinces commercial education preceded other types of vocational education, and it has usually enjoyed great popularity. For vocational education of all types, the years from 1900 to 1920 were years of organization; those from 1920 to 1930 were years of expansion, and those from 1930 on have been years of consolidation. From 1920 to 1930 there was a period of comparative prosperity and ease of financing. Local authorities were able, with the aid of provincial and federal grants, to embark on building programs of considerable magnitude. In this development, the emphasis was placed upon new types of schools, mainly vocational. Commercial education shared prominently in the expansion of this period. Since 1930 many school districts have been forced to curtail expenditures, and progress has not been so spectacular. However, commercial education has progressed steadily in most of the provinces, and only in a few isolated cases have commercial schools, once organized, been closed.

In the following chapters, the development of commercial education in each of the provinces will be reviewed.





## CHAPTER II

### COMMERCIAL EDUCATION IN ONTARIO

#### Education in Ontario Before 1871

Ontario was the cradle of education in Canada, but the birth of the school system did not take place without an acute struggle. Educational beginnings reflect the factional struggles which preceded the establishment of responsible government.

As early as 1807 the Grammar School Act was passed. It represented the wishes of the Anglican Church and the governing party, the aristocratic group which became known as the Family Compact. These Grammar Schools were set up mainly for the children of the upper class, and they followed the model of the English classical schools in stressing Latin and Greek and preparing students for the University. In practice these schools became the schools of a class, and were used stubbornly as one of the weapons by which this class attempted to maintain its influence.

In 1816 the opponents of the aristocratic group were able to pass a Common School Act championed by dissenters in both politics and religion. These Common Schools were at the elementary level and were intended for the common people, in sharp contrast to the Grammar Schools, which were secondary schools. This organization of education at two levels has died out very slowly in Ontario, and it is still continued, in part at least.





Following the Act of Union of 1840, Egerton Ryerson was appointed Superintendent of Education. He began a campaign for extension of the common school system. He framed the Common School Act of 1850, which provided for organization of free school districts with optional local assessment and government aid. From 1850 to 1871 the ratepayers of each district decided annually whether the school of the district should be free or supported partly by fees levied on the pupils. By 1871 about 4000 of the 4500 public school districts had accepted the principle of free education.

Up to 1871 there was little commercial education in Ontario. A few private schools which taught commercial subjects appeared quite early, among them the British American Business College of Toronto, which was established in 1866. Bookkeeping was one of the subjects taught in many of the early schools. In an article entitled "Commercial Education in Ontario", Dr. W. G. Bennett, Associate Professor of Education, Ontario College of Education, states that in 1850 there were 617 schools in which Bookkeeping was taught. Changes in the school system always had to be made against the strong opposition of the Family Compact Group. In an article entitled "The Rise of Commercial Education in Ontario",<sup>1</sup> Paul Moreland remarks that when the subject of free schools was brought up at a meeting in Barrie in the fifties, a Family Compact champion is said to have retorted, "What do you need such schools for? There will always be enough well-educated Old Countrymen to transact all public business, and we can leave the Canadians to clean up the bush".

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1. "The School", October, 1939



## The School Law Improvement Act of 1871

In October 1871 Dr. E. Ryerson submitted his Annual Report for 1870. Section XX of this is headed "General Remarks on The School Law Improvement Act of 1871". In the course of this section he summarizes the need for educational reform as follows:

1. The establishment of a National System of Free Schools.
2. Declaring the necessity for, as well as the right by law of every child to attend school, thus recognizing the principle of "Compulsory Education".
3. Prescribing a more systematical and comprehensive, yet practical course of study for each class of pupils in our schools--including the introduction of the new subjects of Agriculture, Commercial Instruction, Mechanics, Drawing, Vocal Music, and Natural History into the course of study for the schools. (1)

Another section of his Annual Report is headed "Facilities For Giving a Practical Commercial Education in the Schools".

One of the felt wants in our system of Public and High Schools has been facilities for giving boys instruction in matters relating to commercial and business transactions. That want has been supplied; and both in the High and Public School Law provision has been made for giving pupils instruction in subjects relating to commercial education. For years this subject has received attention in Model Schools of Ontario, and boys have been thoroughly prepared in Bookkeeping and other kindred branches, so as to fit them at once for practical work in the counting-house and other departments of mercantile life. The result has been that boys trained there have been much sought after by merchants and others. In the schools generally, beyond a little theoretical bookkeeping, no special attention has been hitherto paid to commercial subjects; but in the new programme of study prescribed for the schools, pupils are required:

1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.



2. To know the definition of the various account books used, To understand the relation between Debit and Credit and the difference between Single and Double Entry.
3. To know how to make original entries in the books used for this purpose, such as Invoice Book, Sales Book, Cash Book, and Day Book.
4. To be able to journalize any ordinary transaction, and to be familiar with the nature of the various accounts in the Ledger, and with the mode of conducting and closing them.
5. To be familiar with the forms of ordinary commercial paper, such as Promissory Notes, Drafts, Receipts for the payment of money, etc.,
6. In the English Course for the High Schools, pupils are required to be acquainted with Commercial forms and usages, and with practical Telegraphy. (1)

Thus does Dr. Ryerson outline what might be described as Ontario's first plan for commercial education.

The School Law Improvement Act brought in a new era for commercial education, particularly as it was the first step in introducing what might be called vocational education. This was a step that was in complete opposition to the classical tradition in education that had been fostered by the Grammar Schools.

A definite part of Dr. Ryerson's plan was the organization of High Schools. The Grammar Schools had by that time become much like the Common Schools except that they were the schools of the upper class and taught a little Latin and Greek. The new High schools were intended to take students who had been well grounded in the Common Schools and prepare them for commercial, manufacturing, and agricultural occupations and for filling public offices such as legislators, and members of local councils, etc. As well,







these schools were intended to teach the languages, such as Latin, Greek, French and German, and other subjects required in preparation for University.

In addition to the High Schools, the Grammar Schools were to be preserved in the Collegiate Institutes, intended mainly as a link between the Public Schools and the University. According to the regulations set up at this time any High School could be recognized as a Collegiate Institute if it had a daily average attendance of at least 60 boys in Greek and Latin and at least four masters who devoted the whole of their time to teaching in the Institute.(1)

At that time the commercial subjects were taught mainly in the Fifth and Sixth Book classes of the Common Schools. In this same Annual Report Dr. Ryerson says that 12428 students in Common Schools took Bookkeeping, while in the Grammar Schools 1636 were enrolled in Bookkeeping and Commercial Transactions. After 1880, due to the immaturity of the pupils and the comparatively small number of students who remained in school until the Fifth and Sixth Books, Dr. Ryerson began to discourage commercial instruction in the Common Schools and encourage it in the High Schools and Collegiate Institutes. In 1883 there were 4894 High School students in Bookkeeping, which was 41% of the registration. (2) By 1889 this had grown to 13116 or 70% of the whole attendance.(3) In the same year 17366 Public School students took Bookkeeping, but this was only 3.71% of the registration.(4) In 1885 a

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1. Annual Report 1870, p. 65
  2. Annual Report 1884, p. 17
  3. Annual Report 1890, p. xxii
  4. Annual Report 1890, p. 15



"Commercial Option" was introduced into the High School, and a Commercial Diploma was provided for. This commercial option was an extra subject for those who took it, as they were required to carry all the subjects of the lower school with it. Thus, although the commercial diploma marks a stage in the progress of commercial education, the students who took this option carried such a heavy course that many were discouraged.

In 1890, under "Departmental Regulations", a Course of Studies for the High Schools and Collegiate Institutes was issued. The course was to consist of four Forms. A "Commercial Course" was provided in the first Form, but it was stated that it might be continued in the higher forms. The subjects of the Commercial Course were Writing, Precise Writing and Indexing, Bookkeeping, single and double entry, Commercial Forms, and General Business Transactions.(1) Although not listed in this Course, many schools were teaching Shorthand and Typewriting, which apparently was introduced about 1890.

Much more important for the development of commercial education was the setting up by the Education Act of 1891 of requirements for training of special commercial teachers and the granting of a Commercial Specialist's Certificate. This Certificate is still granted, although the requirements have naturally changed considerably. The important point at that time was that this Specialist's Certificate was the first step towards separating commercial students from others and

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1. Annual Report 1890, pp. 94-103



organizing commercial departments and the later commercial schools. The Annual Report of 1892 lists students taking Bookkeeping as 2027 in Roman Catholic Separate Schools, 18939 in Public Schools, and 15586 in High Schools and Collegiate Institutes. (1)

#### Commercial Education At The Beginning of The Century

In the Annual Report of 1900 there is a section in the General Remarks of Richard Harcourt, Minister of Education, entitled "Commercial Education". In this section, the Minister summarizes the state of commercial education in Ontario at that time.

For many years provision has been made in the High and Public School courses of study for instruction in what concerns a business education. Too often there appears to be considerable misconception respecting the branches which should constitute a commercial education. It is sometimes thoughtlessly assumed that a knowledge of bookkeeping is all that is necessary to fit a student for mercantile pursuits. It is scarcely necessary to point out that instruction in composition, geography, arithmetic, literature etc. is essential to everyone engaged in the ordinary pursuits of life. Some elementary knowledge of bookkeeping is important for everyone, irrespective of the calling in life that may be pursued. The farmer and the mechanic should have some knowledge of accounts, and, therefore, a course is prescribed for the Fifth form of the Public Schools and the First Form of the High Schools, which should be taken by all pupils. It would be a mistake to urge the one who intends to matriculate in the university, or take up some profession, to omit the elementary commercial course prescribed. To meet the purposes of students who have in view some mercantile pursuit, an advanced course is prescribed. This embraces a somewhat extended knowledge of bookkeeping and commercial transactions, a better acquaintance with elementary mathematics, English, and geography, and a course in stenography, together with provision for typewriting, which has in recent years become so important in connection with business. A reference to the requirements given in the High School curriculum will readily





show the objects of the two courses mentioned. It will avoid confusion if the difference in the purposes of the elementary and the advanced commercial courses are not overlooked. By reference to the statistical tables it will be seen that 10625 pupils in the High Schools and Collegiate Institutes took up the commercial course. (1)

In this same Annual Report of 1900 there is quoted part of an address delivered by President Eliot of Harvard University, in which this American University official pointed out the faults of commercial courses as they then existed in the United States. This address of President Eliot is so significant in its insistence upon the need of a sound cultural education for commercial students that it has a very modern sound today when modern commercial curricula are stressing this very need.

The phrase "Commercial education" is likely to remind an American of the commercial course in a public high school or of the fictitious banks, offices, and shops of the private school called a commercial college. The so-called commercial course in an American high school is almost universally a course hopelessly inferior to the other courses, being made up by substituting book-keeping, stenography, typewriting, and commercial arithmetic for some of the language, history, mathematics, or science of the classical or English scientific course. This course exists in our public schools because it has for committeemen and parents a practical sound. It seems as if the child who had learned a little about these technical subjects might be better able to earn its living earlier than the child who had only studied languages, history, mathematics, and science. For the purposes of mental training or of mental power getting this course is never to be recommended, and it is rare that the slight knowledge of these arts acquired by pupils in the public schools proves to be of much use to them in winning a livelihood. The so-called commercial schools supplement for many young people a defective elementary education, but they seldom train anybody for service above that of a clerk. It is not of any such training that I propose to speak.

I ask your attention for a few moments to the chief features of a commercial education capable of





preparing men and women for much more than narrow retail trading. An indispensable element in the training I have in view is a sound secondary education-- that is, an education in a first-rate school, public, endowed, or private, which occupies the whole school time from 13 to 18 years of age. This secondary education should include the modern languages, an essential part of a good preparation for the higher walks of business life. It may or may not include Latin and Greek. Thus the German non-classical secondary education is a very substantial preparation for business life, although it includes no technical subjects whatever. It deals with modern languages, including the native tongue, the elementary mathematics, history, and science, both pure and applied. For international commercial life in English-speaking countries a good knowledge of three languages besides English is desirable, namely, French, German, and Spanish. A reading knowledge of the languages will ordinarily suffice for principals, but for travelling agents or agents resident abroad, a speaking knowledge of at least two of these languages is desirable. This knowledge should be acquired at the secondary school. (1)

In organizing commercial courses in the early years of the century, the authorities kept in mind this need for a sound basis in a general education, although the courses before 1911 were all more or less incomplete.

In 1901 the department issued under Regulations and Circulars in the Annual Report new Courses of Study for Public and High Schools and new regulations for the Commercial Specialist's Certificate. (2) These regulations repealed all former regulations. Under Schedule A the course for Public Schools is given. In Form V Bookkeeping is a subject of study. The description of the course is:

"Bookkeeping by single and double entry; commercial forms, such as drafts, notes and cheques; general business transactions. The bookkeeping shall be specially suitable for farmers and artisans or for retail merchants and general traders."

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1. Annual Report, 1900, pp. ~~xxxxi-xxxxii~~
  2. Annual Report 1901, pp. 93-105



Schedule B is the course for High Schools and Collegiate Institutes. The Course of Study is divided into Four Forms. In Form I Bookkeeping is an optional subject and the description of the subject is the same as that for Form V of the Public Schools. Stenography is also an option--"The elements of Pitman's System". In Form II both Bookkeeping and Stenography are optional subjects. Under Bookkeeping the description of the course is,

"Single and double entry, business forms, usages, and correspondence. The Principal and the Board of Trustees may arrange any other course in Bookkeeping that in their opinion is better adapted to the interests of the pupils taking up the subject."

Forms III and IV included no commercial subjects.

Schedule C of the Course of Study deals with the Commercial Diploma Course. This was the "advanced course" referred to by the Minister of Education in 1900, and had apparently been first set up in the late ninties. As revised in Schedule C, the Course had two parts. Part I was the same as part I of the Junior Leaving Course. The subjects of the Junior Leaving Course were Geography, Arithmetic and Mensuration, English Grammar, English Composition, History of Great Britain and Canada. Part II embraced the following commercial subjects: Bookkeeping and Writing, Commercial Transactions, Business Forms and Usages, Stenography (Theory), and Stenography (Dictation). The Department at that time provided an examination in both parts of this course. In Stenography the students were required to take dictation at the rate of 50 words per minute and to transcribe this into longhand at the rate of 12 words per minute.





Schedule D gave the requirements for the Course For Commercial Specialists. The subjects were Bookkeeping, Penmanship, Commercial Arithmetic, Banking, Business Forms, Laws of Business, and Stenography. In Stenography the candidates were required to take dictation at 60 words per minute and transcribe to longhand at 12 words per minute. The requirements were very low, judged by modern required standards. Elsewhere in the Regulations and Circulars it was provided that:

Any person who passes an examination in the subjects set forth in Schedule D--course for Commercial Specialists-- and who is the holder of a High School Assistant's Certificate obtained either before or after passing such examination, shall be entitled to a Commercial Specialist's Certificate. (1)

It is very interesting to note that 983 took Typewriting in 24 High Schools in 1900, although the Course of Study makes no reference to it.(2) The number of schools giving the subject and the number of students taking it increased rapidly in the next few years. In 1904 there were 3178 taking Typewriting in the High Schools and Collegiate Institutes.(3)

In the first ten years of the century there was little change in commercial education. In 1903 Stenography and Typewriting were added to the Fifth Form of the Public School Course as options.(4) In the same year it was provided that the departmental examinations in the Commercial Diploma Course were to be dropped, but School Boards could issue diplomas on the course which had been prescribed for Parts I and II of the Commercial Diploma or on such modifications of it as were

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1. Annual Report 1901, p. 82

2. Ibid. pp. 30-47

3. Annual Report 1905, pp. 50-51

4. Annual Report 1903, p. 73





approved by the Minister of Education.(1) Thus in 1904 no examinations were set by the Department, although the statistics record that 3066 students took the Special Commercial Course.(2) It is interesting to note that when the Department of Education dropped these examinations, responsibility for them was taken by the Commercial Section of the Ontario Educational Association, this Commercial Section having been organized by a small group of commercial teachers in 1895. Another development of these years was the establishment of Continuation Schools, a type of school which is still quite common in Ontario. These schools provide secondary education in places, mainly rural, where regular High schools cannot be organized. They provide two years after Form V of the Public Schools, known as the "Middle School" and "Upper School". In 1906 there were 91 of these Continuation schools, and in 1909 there were 128. These Continuation Schools have had the privilege, like the High Schools, of giving the commercial options and the Commercial Course, although very few have ever done so.

#### The Seath Report 1911

The growing need for vocational education and the pressure of public opinion led the Ontario Government to appoint a commission to investigate and report on vocational education in Europe and America and make recommendations for Ontario. The commission was under the chairmanship of Dr. John Seath, Superintendent of Education for Ontario. Dr. Seath

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1. Annual Report 1903, p. 74

2. Annual Report 1905, pp. 50-51



visited Europe and the United States to study all types of vocational education, including commercial. The commission was set up in 1909, but it was 1911 before Dr. Seath presented his report. His report, "Education for Industrial Purposes" is very significant, as all its main recommendations were speedily put into effect and form the basis of vocational education in the province.

The main subject of the report is technical education, but commercial education comes in for a fair share of attention. Dr. Seath studied commercial schools in Europe and in the United States, being attracted particularly by those of the United States. One section of the report is entitled "Provision in Ontario For Commercial Education". In this section Dr. Seath pointed out that Ontario was rapidly becoming a great industrial and commercial centre, with a consequent need for commercial education. He believed that the facilities of that day were entirely unsuited to the needs. He said that the large number enrolled in Bookkeeping was largely due to the fact that this subject was obligatory for teachers' certificates and was considered by many people to be an essential part of a general education.

About 25 years ago, so deeply embedded in the mind of our educationists was the cultural theory of education, that little provision was then made even for Bookkeeping, not to speak of the other subjects of a commercial course. During the last fifteen years, however, the importance of the commercial department has grown with the efficiency of the schools, the increase of business, and the adoption of better methods of transacting it.



The cheapness of the equipment and the comparative ease with which students of the course can qualify themselves for wage-earning positions have conducted to the same end. Moreover as the subjects of a commercial course are practical, many parents believe that if their children take them at school they will be in a better position to earn a livelihood. (1)

Dr. Seath summarized the state of commercial education in 1911 as follows:

	<u>Total No. of Students</u>	<u>In Bookkeeping but not a Comm. Course</u>	<u>In a Comm. Course, more or less complete</u>
Public Schools (Fourth & Fifth Forms)	88664	4904	3268
Roman Catholic Separate Schools (Fourth & Fifth F.)	9177	33	1445
Continuation Schools	3955	2209	45
High Schools and Collegiate Institutes	20644	12370	2864

In Toronto, Hamilton, and Ottawa Public Schools there were Fifth Form Commercial Courses; the Hamilton course being for three years and the others for two years. In other public Schools Bookkeeping was simply added to the General Course. In 45 of the 146 High Schools and Collegiate Institutes there were two-year Commercial Courses, often as separate departments. Five had three-year courses, one of these being the Toronto Technical High School. Sixteen others had Bookkeeping added to their regular course. (2)

Dr. Seath made a number of important recommendations and suggestions for improvement of commercial education. He suggested two courses, in reality three. The first he called a General Course, a four-year course for those who intended to enter business in some responsible position. Then he recommended an Office Course of two parts, an Accountancy Course and a Shorthand





Course. Dr. Seath had been particularly attracted in Boston by a system of summer apprenticeship in business houses for commercial students, and he recommended that some such form of co-operation between business and schools be worked out. He was also in favor of commercial evening schools. He urged that some system of training for Commercial Specialists be put into effect. At that time the Department of Education made no provision for such training. He suggested that the University of Toronto might undertake this work by establishing a definite commercial department with a Diploma for a two-year course and a Degree for a four-year course.(1) As an alternative, he suggested that the Board of Education of Toronto, which was then preparing to open a School of Commerce, might set up a training school. Commercial Specialists, he believed, should also have some practical business experience. In the final section of his report, which is headed Recommendations, he summarizes his recommendations for commercial education.

1. The better adaption of our school courses to business life and the requirements of the different kinds and grades of business.
2. The provision of practical courses and of better theoretical courses for Commercial Specialists and of preparatory training for such teachers.(2)

The government of the province lost little time in acting upon the Seath Report. The Industrial Education Act of 1911 empowered municipalities to establish, with the consent of the Minister of Education, industrial and technical schools and to provide for the support of such schools by general taxation. The Legislature voted a sum of money to assist municipalities

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1. Education For Industrial Purposes - Report of John Seath

1911 p. 329  
2. Ibid. p. 347



in the establishment and maintenance of these schools. The Commercial Course came under the operation of this Act, although its main purpose was to provide technical schools. The Statute Law Amendment Act of March, 1911, made it necessary for all High Schools in which a Commercial Department was established to appoint a Committee of Management of eight persons, to be known as The Advisory Commercial Committee.(1) The Control of the Commercial Department and Course was put under this Committee. Under the Industrial Education Act, the first step in starting a commercial department in a school would be the organization of such a committee.

In the Annual Report of 1912 new regulations were issued for the Commercial Specialist's Certificate. The examination for the Interim Certificate was divided into two parts, which could be taken in the same or in different years. Part I included Bookkeeping (Theory and Practice), Business Practice and Business Law, Penmanship, Stenography (Theory and Practice), Typewriting, and Mercantile Arithmetic. Part II included Auditing, Economic Geography, History of Commerce and Industry, Money and Banking, and Theory of Economics. In lieu of Part II the Department would accept the Honour Courses in Political Science of Toronto, Queen's or McMaster Universities. Up to August, 1915, candidates for the Interim certificate must hold either a First Class Public School Certificate or a High School Assistant's Certificate: after that date they were to be required to have a degree in Arts from a British University.



The Permanent Commercial Specialist's Certificate would be granted upon completion of two years' successful teaching and upon the completion of a detailed report of the study of a number of business firms, preferably in the locality in which the candidate was teaching.(1) A summer course to prepare teachers for the examinations described above was organized in 1911.

The Annual Report of 1913 prescribed new courses for the High Schools and Collegiate Institutes. The High School Course had three divisions: the Lower School, the Middle School, and the Upper School, each to be regularly a two-year course. Among the options in the Lower School were Bookkeeping, Writing, Shorthand, and Typewriting.(2) These same options were on the list for the Continuation Schools. A number of regulations issued at the same time referred to the Commercial Course.

Regulation 20 (1) A Commercial Course, however, consists of subjects which are especially suitable as a preparation for business life; and all or most of them must be taught apart from the subjects of the other courses; either in the same or in a different school.

(2) Such Commercial Courses, whether of one or more years, are, by the Industrial Education Act now under the control of the Advisory Commercial Committee. Subject to the approval of the Minister and the Board, it has power to prescribe the Commercial Courses for its school and to provide for examinations and diplomas.(3)

These provisions placed the control of commercial education largely in the hands of local Advisory Committees, with the Department acting only to suggest courses and approve those selected by the Committees.

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1. Annual Report 1912, p. 410  
2. Annual Report 1913, pp. 364-8  
3. Ibid p. 372







The regulations issued in 1913 suggested commercial courses based upon four years in school after the end of Public School. These suggested courses could be chosen by the Advisory Commercial Committees, or they could select others which they might consider more suitable for the students of their schools. In 1915 the Department of Education issued a bulletin in which the suggestions, recommendations, and regulations for commercial schools were published fully. As the courses suggested in 1913 were almost the same as those of the 1915 bulletin, the description of the new commercial courses will be taken from the bulletin.

The description here given of the new provisions for commercial subjects and courses and for the training of Commercial Specialists shows that the province had gone far towards putting into effect the recommendations of John Seath. The whole field of commercial education was placed on an individual basis rather than being a sort of addition to the academic school courses. A further regulation of 1913 provided that all teachers of commercial subjects must have at least the Elementary Certificate in Commercial Work. This was a new certificate which might be obtained by taking summer school courses. The result of this and the dropping of Book-keeping from the list of examinations for the Lower School was that quite a number of schools dropped commercial subjects from their list of options, for the time being at least.



## Recommendations and Regulations of 1915

In 1915 a bulletin was printed by order of the Legislative Assembly of Ontario, the official title being, "Recommendations and Regulations For the Establishment, Organization, and Management of Commercial High Schools and of Commercial Departments in High and Continuation Schools".

The object of the High and Continuation School Commercial Courses is to provide a good general education as well as instruction in the special commercial subjects. Moreover, it is intended that these courses shall turn out, not business experts, but pupils so trained that they may readily adapt themselves to the requirements of any commercial business with which they may become connected. At present, only a few schools can fully provide for the courses prescribed herein.(1)

The body of the bulletin goes on to describe the different classes of courses.

Courses in the Commercial Subjects are provided for as options in the High, Continuation, and Public and Separate School syllabuses of study, but the Commercial Courses which may be established under the Industrial Education Act are more comprehensive and more completely organized for business purposes.

The latter courses are provided for as follows:

- (1) Day and Night Commercial High Schools, provided with the necessary accommodations, equipment, and staffs.
- (2) Day Commercial Departments in High or Continuation Schools or Collegiate Institutes, provided with the necessary accommodations, equipment, and staffs.(2)

The bulletin refers to the organization and functions of the Advisory Commercial Committees provided for by the Industrial Education Act, and states that the duty of the Committee is to provide for schools or departments and to advise the principal as to the necessary relations between the school courses and the commercial activities of the district.(3)

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1. Regulations and Recommendations 1915, p.3

2. Ibid p. 7

3. Ibid p.7



The bulletin enumerates the regulations concerning the qualifications of the staff of the commercial school. In a Day Commercial High School there must be at least three teachers; the head teacher or principal must hold the High School Principal's Certificate and the Commercial Specialist's certificate, and the other teachers must have at least the Elementary Commercial Certificate. For a Commercial Department or a Night Commercial High School the teacher in charge had to have at least an Elementary Commercial Certificate and the other teachers at least the High School Assistant's Certificate.(1)

Students who were admitted to the Commercial Courses in a Day Commercial High School or a Commercial Department were required to hold certificates which would admit them to the ordinary academic course in a Day High School. (2)

The subjects of the courses were divided into four groups. Group I were subjects, mainly academic, common to all the courses and years. Group II were subjects, mainly academic, for each year of the different courses, Group III were the special commercial subjects for each year of the different courses, and Group IV were special additional subjects.

Three courses are provided for Day Schools.

- (a) The General Business Course: For this course the subjects of Groups I, II and III were obligatory, with at least one subject selected from those of Group IV, and in the case of Group II in the Fourth Year an option between Arithmetic and Algebra. A course of from two to four years.

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1. Recommendations and Regulations 1915, p.10  
2. Ibid p. 10





- (b) The Accountancy Course: For this course the subjects of Groups I, II, and III, omitting Shorthand and Typewriting, are obligatory, with at least one subject selected from Group IV; and when Shorthand and Typewriting are added to the subjects of Group III of the First and Second Years, with an option in the Third Year between these subjects and Economics. A course of from two to three years.
- (c) The Shorthand and Typewriting Course: For this course, the subjects of Groups I and II and the Business Papers and Shorthand and Typewriting of Group II, omitting the Arithmetic of the Third Year, are obligatory, with at least one subject selected from Group IV. A course of from two to three years.(1)

In addition to the courses listed above, the Advisory Committee could add other courses with the approval of the Minister. Such courses were classed as Special Courses. As well, each school was advised to arrange with business houses for actual practice in their offices during summers.

The Night Schools selected a course from among those for the Day Schools.

The General Syllabus of Courses by Groups and Years:

Group I:	Morals and Manners )	Taken by all classes
	Physical Culture )	in all years.
<u>First Year</u>		
Group II:	Reading Spelling, English Composition, English Grammar, English Literature, History, Geography (Commercial and Physical), Arithmetic, Penmanship.	
Group III:	Bookkeeping - Double and Single Entry, involving use of Journal, Cash Book, Invoice Book, Sales Book, Bill Book, Ledger	
	Shorthand - The principles of Shorthand as set forth in the Isaac Pitman Course in Shorthand.	
	Typewriting - The touch method, mechanism, etc. Business Papers.	
Group IV:	Art, Algebra, science (Zoology, Botany, Physics), French, German.	



Second Year

- Group II: Spelling, English Composition, English Literature, History, Geography (Commercial), Arithmetic, Penmanship.
- Group III: Bookkeeping - Partnership, Commission Business, Banking Transactions, Freight, Duty, Discount, Financial Statements.
- Business Law
- Shorthand - 100 words per minute required.
- Typewriting - 40 words per minute required.
- Group IV: Art, Algebra, Science, French, German.

Third Year

- Group II: English Composition, English Literature, History Arithmetic.
- Group III: Accounting - Self-balancing ledgers, analysis sheets for expense, partnership adjustment, simple auditing, etc.
- Business Law -
- Economics - Human wants, etc.
- Shorthand - 120 words per minute, transcription on typewriter at 25 w.p.m.
- Typewriting
- Group IV: Art, Algebra, Science (Physics and Chemistry) French, German.

Fourth Year

- Group II: English Composition, English Literature, History, Geography, Arithmetic, Algebra.
- Group III: Accounting - Practical problems in accounting, analysis of financial statements, Revenue and Expense Account Methods, Audits
- Business Law,
- Banking and Exchange
- Economics,
- Theses - Independent work in the library, the commercial museum, or the laboratory in connection with an investigation of some commercial or industrial problem, and the preparation of a thesis thereon.
- Group IV: Art, Science (Chemistry), French, German. (1)  
(The French and German in all years were given a commercial bent, such as the terminology for letters and articles of commerce)

Two types of diplomas were to be awarded to students in the Commercial Courses; a Junior Diploma for a course of at least two years, and a Senior Diploma for a course of at least



three years. The Diplomas were awarded by the School Boards on the recommendations of the Principal and Advisory Committee.

This bulletin in 1915 set up a first class system of commercial education. There was a definite plan to have all students of commercial schools or departments receive a thorough grounding in English, History and Mathematics. Through the Advisory Committees there was a very definite attempt to articulate the commercial education with the business needs of the local area, the Committee having power even to add special courses if they desired to do so. The schools organized under this scheme were very clearly intended to be vocational schools, while commercial options still continued to be offered in the High School Course for students who were not necessarily taking them with vocational use in mind.

Apparently the new provisions for commercial education did not cause any great increase in the numbers taking the courses. In 1915 there were 3407 enrolled in the Commercial Course in High School and Collegiate Institutes and 17 in Continuation Schools. (1) In 1918-19 there were 3779 in the Commercial Course in the High Schools and Collegiate Institutes, 12.29% of the whole number of students in those schools. In the same year 1853 were reported as taking Commercial subjects in the Public Schools, and 3815 took Bookkeeping, a percentage of .83. In the Roman Catholic Separate Schools there were 942 students in Bookkeeping and

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1. Annual Report 1916, pp. 194-243







350 were reported to be taking Commercial Subjects, a percentage of .49. In addition to those taking the Commercial Course in the High Schools and Collegiate Institutes, 6495 were reported as taking Bookkeeping as an option, 21.13% of the whole student body; 3825 or 12.24% took Stenography, and 3010 or 9.79% took Typewriting.(1) These figures seem to imply that there was no significant change in the number taking the Commercial Course under the provisions of the Industrial Education Act. The greatest activity in vocational education took place in the field of technical education.

By 1918-19 the Technical School of Toronto was fully organized and had thousands of students. In this school 1085 students took a course called, "Bookkeeping For Industrial Purposes", and 360 took Bookkeeping, Shorthand and Typewriting.(2) In the night school of this Technical School there were 83 enrolled in Shorthand and Typewriting.(3)

#### The Vocational Education Act of 1921

In 1921 The Industrial Education Act was replaced by The Vocational Education Act. Several factors make the year 1921 significant for vocational education in Ontario. The Technical Education Act of 1919 had set aside a grant from the Dominion Government of ten million dollars to be expended over a period of ten years on a dollar-to-dollar basis with the provinces. With the organization period from 1911 to 1921 behind her, Ontario was the only province able to earn the full

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1. Annual Report 1919, pp. 83-225  
2. Annual Report 1919, pp. 226-228  
3. Annual Report 1919, p. 235



grant within the ten years. By 1921 the total number of students in the vocational schools of Ontario had increased to about 32000. The municipalities of the province spent \$1,585,000 on vocational education in 1920-21.

The Vocational Education Act provided for the establishment and development of vocational schools giving instruction in industrial, home-making, art, technical, commercial, and agricultural subjects. The schools were to provide for full time day courses, part time day courses, and evening courses. All the courses were to give instruction in the essentials of a general education as well as a specialized education in subjects in which students would seek employment. Any municipality might establish one or more schools or departments for instruction in the subjects mentioned, either as separate schools or as departments of a secondary school. The advisory committee plan was to be carried on, with the committees having power to prescribe courses of study, provide for examinations and grant diplomas, all subject to the approval of the Minister of Education and the local school boards. The Vocational schools were subject to regular grants from the Legislature.(1)

/ The Vocational Education Act of 1921 made specific provision for commercial schools and commercial departments in vocational schools. The years from 1920 to 1930 were the great years of development for all types of vocational education. The ease of obtaining money, the grants from the federal government under the Technical Education Act, and the demand for vocational



education caused a building boom in nearly every commercial centre in the province. Schools built during this period were of three usual types; Composite High Schools (Academic, Commercial and Technical), combined Technical and Commercial, or combined Academic and Commercial. In addition to these a number of large High Schools of Commerce were built in such centres as Toronto, Ottawa, and Hamilton. In centres where Vocational Schools were established, commercial classes were gradually shifted to them from the High Schools. This movement made these classes eligible for grants under the Vocational Education Act.

An important factor in the increase in vocational education was the Adolescent Education Act of 1919. This Act extended the period of full time education from fourteen to sixteen years of age where courses were established which were considered to be profitable to students of that age. This Act had been first passed in 1912 and the 1919 Act was an amendment of the original Act. This law was enforced strictly from 1921 on. The result was a large increase in the number of students in the schools and a demand for vocational education which would be of benefit to these students. In this commercial education played a major part.

In 1921 the High School Courses of Study were revised, the new courses replacing those of 1913. The new five-year course was to consist of a Lower School of two years, a Middle School of two years, and an Upper School of one year. It was hoped that more students would be able to finish the complete course.





Many had been dropping out at the end of the Middle School. In the new course there were only a few obligatory subjects, and these were chiefly in the Lower School. In the Lower and Middle Schools Bookkeeping and Penmanship, Stenography, and Typewriting were to be options. Local authorities were allowed to introduce additional options with the consent of the Minister, so in some areas other commercial subjects might appear in the schools. This new course was introduced into the schools in September, 1922. (1)

The increasing importance of commercial education is shown by the inclusion of an interesting section entitled "Commercial Education" in the report in 1922 of the Director of Industrial and Technical Education. In reference to commercial subjects in connection with High Schools, he says:

Such instruction was introduced at first by making bookkeeping, stenography, and typewriting optional subjects of study. Later, special commercial departments were established in connection with the Collegiate Institutes and most of the larger High Schools. The courses of study in these departments, as a rule, extended over a period of two years and were intended to prepare young people for wage-earning employment. On the whole these courses have been popular, but they have been confined to a moderately narrow field.

The commercial departments of the vocational schools have been organized in response to the need for broader and more extended courses for those who are to enter any department of business life. The requirements of these courses should be worked out with a great deal of care. Stress should be laid on the academic subjects necessary for a good general education, and on the practical side the courses should be adapted to fit young people for the varied demands of business. It is important to find out just what are these demands. As a preliminary step in this direction, Mr. M. A. Sarscobleil, one of the organizers of the Technical Branch, made an enquiry among the business men of Toronto. (2)

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1. Annual Report 1921, pp. 40-45

2. Annual Report 1922. Report of the Director of the Industrial and Technical Education pp. 21-29



In the same report the results of this interesting investigation are given. Mr. Sorsoleil asked nine questions of a large number of Toronto business men representative of a cross section of the business life of the city.

1. What weakness, if any, is noticeable in beginners?
2. What change should be made in the commercial subjects taught at present?
3. Is a knowledge of (a) stenography, (b) bookkeeping necessary for promotion in your business?
4. What subjects should be stressed?
5. What new subjects should be added to the course?
6. Should training be given in office machines other than typewriters?
7. Can salesmanship be taught? If so, what should be the content of such a course?
8. What foreign languages should be taught?
9. Would you be willing to co-operate in giving students a chance to obtain practical experience before being graduated?

After discussing the answers received in interviews with the business men, the report sums up the answers:

1. A number of business concerns find it necessary and advisable to give instruction, academic or commercial or both, to their employees.
2. There is a constant demand for juniors sixteen or seventeen years of age with education carried beyond the public school, for whom some commercial education would be an advantage.
3. There is also a demand for beginners with matriculation standing, or the equivalent, for whom business education would be helpful.
4. Business men ask that training in penmanship, arithmetic, English, and spelling be very thorough.
5. The Stenographer generally required is an expert typist equipped with secretarial qualifications.
6. Clerks and machines are replacing the bookkeeper. However, there is still need for the trained bookkeeper, the accountant, the auditor, and the cost accountant.
7. Persons going into office employment should have some skill in the commoner office machines.
8. There is a general opinion in favor of teaching salesmanship.
9. The teaching of bookkeeping should illustrate modern methods.
10. Opinion is divided on stenography for all students





of commerce. Only 8 of 45 firms recognize it as the road to promotion.

11. There is a growing opinion that all going into business should receive some training in typewriting.
12. A large percentage of people in commercial employment are neither bookkeepers nor stenographers. The suggestion was made that the course in commerce should be comprehensive enough to furnish training for these persons.
13. Many business men regard a knowledge of economics and commercial geography as fundamental to a business education.
14. Fifteen of the firms interviewed expressed themselves as willing to co-operate with schools in giving the students some business practice.
15. It was commonly recognized that a study of materials, processes, and products of manufacture is an important factor in the business intelligence of salesmen, stenographers, and accountants. (1)

This survey did not indicate that any radical revision of the commercial course was necessary. The only new subject suggested was salesmanship, but it has not found its way into commercial courses to any extent, except perhaps into night schools. The survey seemed to emphasize the need of a sound general education in any business position, this being more important in most cases than vocational training. When vocational training, such as typewriting and shorthand, was required, the employers wanted experts. Most of the subjects regarded as fundamental by those questioned were being taught in the better commercial schools. The Annual Report of 1921-22 lists all the subjects being taught then at the Toronto High School of Commerce, which had an enrolment of 1268 students. Apparently all students took Literature, Composition and Spelling, History and Civics, Bookkeeping, and Stenography. Nearly all took Geography, Arithmetic,

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1. Annual Report 1922. Report of the Director of Industrial and Technical Education pp. 21-29





General Physics, French, Writing, and Study of Materials. This last subject had been recommended by those questioned in the survey. Only 591 students took Typewriting, 481 took Commercial Law, and 99 took Economics. The survey had revealed that many business men believed that all students should take Typewriting and Economics. Grammar, Algebra, Chemistry, and Commercial Art were also taught in the Toronto High School of Commerce, but were not taken by all the students. It is interesting to note that all students took Bookkeeping and Shorthand, although even then employers were not agreed on the necessity of this. Since then they have become alternate subjects in a great many commercial courses.

The rate of development of vocational education of all kinds, and of commercial education in particular, is shown by reference to the Report of the Director of Technical Education for 1923. He refers to a new Windsor-Walkerville Technical School opened in September, 1923, with 669 students, of whom 403 were enrolled in the commercial department. The new Kitchener and Waterloo Vocational School had 188 in the commercial department. A new Composite School at St. Catharines had 162 in the Commercial department. The small community of Weston had opened a vocational school with 115 in the commercial department. The Sarnia Technical School, which had been opened in 1922, had 190 in its commercial department. In all these schools the enrolment in the commercial department was far greater than that in any other department. Sixteen of the



twenty one vocational schools had commercial departments with 4007 enrolled of about 7000 full time day students in these schools.(1) In the same year in the Evening Vocational Schools there were 889 taking Bookkeeping for Industrial Purposes, 167 taking Business Law, 1341 taking Bookkeeping, 2043 taking Typewriting, and 2488 taking Stenography.(2) In the same year 2287 students were registered in the Commercial Course in the High Schools, indicating that the preponderance in commercial education was rapidly passing to the Vocational Schools.

The rapid development of vocational schools continued in the following years. In 1925 there was a total enrolment of 11595 full time day students, an increase of 26% over the previous year. In 1927 there were 17359 full time day students in vocational schools, an increase of 14% over the previous year. (3) In 1928 there were 42 Vocational Day Schools with 20144 full time students and 61 Evening Vocational Schools with an attendance of 30096. The statistical tables do not give the numbers enrolled in the Commercial Course, but in 1927 there were 9200 taking Bookkeeping, 9936 taking Stenography, and 10141 taking Typewriting in Day Vocational Schools. By this time nearly all commercial students took Typewriting. In High Schools and Collegiate Institutes in the same year 4043 students took Stenography and Typewriting as an option, and 185 teachers took the Commercial Course at Summer School.(4)

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1. Annual Report 1923, pp. 11-21

2. Ibid, pp. 272-7

3. Annual Report 1927, p. X

4. Annual Report 1927 p. 9



In the following years the number of commercial students continued to grow rapidly with the increase in the number of Vocational Schools. Some of the new schools were commercial schools, some were composite, and many combined technical and commercial schools. In 1929 there were 12301 commercial students in a total enrolment of about 23000 in Day Vocational Schools. In the evening classes there were 15493 commercial students in a total registration of about 41000. In 1930 there were 51 Day Vocational Schools, and by the next year this had increased to 65.

In 1927 the Department of Education issued new suggestions for the Commercial Course, the main effect of which was to increase the number of subjects taught in the commercial schools and departments. The Director of Technical Education reported in 1930 that these had been quite generally adopted and had aided in making the commercial training effective and practical.(1) In 1931, for example, there were twenty subjects listed as being taught in Day Vocational Schools and the number in Evening Schools was usually greater, although this varied greatly from year to year. New subjects introduced into some of the schools in this period were History of Commerce, Rapid Calculation, Business Forms, Business Correspondence, Commercial Law, Office Routine, Filing, Salesmanship, Commerce and Transactions, Study of Materials, Business Practice, Elements of Business, and Advertising. Some of these subjects were taught in only one

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1. Annual Report 1930 p. 18





or two centres. The number of commercial options offered in the High Schools and Collegiate Institutes had also been increased. Business Practice, Bookkeeping, Stenography and Typewriting were options in the Lower School. In the Middle School Bookkeeping and Penmanship, Stenography and Typewriting were taken by a few students each year. The number of students taking commercial options in these schools decreased steadily with the increase in the number of Vocational Schools.

In 1930 another Vocational Education Act was passed, providing for certain changes, mainly with respect to part time courses for apprentices, ministerial approval of expenditures, qualifications of technical teachers, payment of fees, and the payment of grants. The most important provision affecting commercial schools and departments stated that no grants would be paid upon any building erected for the purpose of a commercial school or department in a municipality with a population of 50000 or over. This step was part of a general retrenchment which set in at this time following the period of depression starting in 1929. The economic conditions and the decrease in government grants was reflected in a decrease in attendance at Vocational Schools instead of the steady increase of previous years. In 1932 there were 36328 students in Day Vocational Schools and 45338 in Evening Schools. In 1934 the numbers had dropped to about 33000 day students and 2200 evening students.



## Modern Commercial Education in Ontario

Commercial Education in Ontario may now be regarded as being in a period of consolidation. The decline in numbers has been arrested, and with much better business conditions prevailing, there is every indication of a renewal of wide interest in commercial courses.

Commercial courses and subjects may be taken in a great variety of schools. There are commercial options in the High Schools and Collegiate Institutes and in Continuation Schools. In 1936-37 there were 5737 taking Business Practice in the Lower School, 71 taking Bookkeeping and Penmanship in the Middle School and 95 taking Stenography and Typewriting.<sup>(1)</sup> In connection with many High Schools and Collegiate Institutes there are Commercial Departments. In 1936-37 Commercial Course Classes were enrolled in 10 Collegiate Institutes, 3 Continuation schools, and 45 High Schools. In these courses the subjects taught and the number taking each were:

Composition (including Business Correspondence)	1712
Shorthand	1957
Commercial Geography	613
Penmanship and Spelling	2154
Bookkeeping (including Business Forms)	1859
Office Practice (including Business Law)	1164
Typewriting	692
Arithmetic (including Rapid Calculation)	2154
Physiography	2320
Literature (including Oral Reading)	1975
Composition (including English Grammar)	931
Canadian History and Civics	778
British History	670
French	491 (2)

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1. Annual Report 1937, pp. 204-5

2. Ibid



The students taking this Commercial Course were of an average age of fourteen to eighteen years. The statistics of 1936-37 give an estimate of 6591 students with a commercial destination.

The great majority of the commercial students of the province attend schools operated under the Vocation Education Act. in 1936-37 there were 58 Vocational Schools. Of these five were classed as Commercial High Schools: Hamilton High School of Commerce with 29 teachers and 931 students, Ottawa High School of Commerce with 41 teachers and 1229 students, Toronto Central High School of Commerce with 46 teachers and 1807 students, Toronto Eastern High School of Commerce with 52 teachers and 1571 students, and Toronto Western High School of Commerce with 36 teachers and 985 students. (1) There were 17 combined Academic and Commercial Schools, 20 Composite Schools with Academic, Commercial, and Technical Departments, and 9 Vocational Schools with Commercial and Technical Departments. In the Commercial Course in these schools there were 17556 students in 1936-37.(2) In addition to these, many students took commercial subjects in Evening Vocational Schools. In 1936-37 there were 5599 enrolled in Typewriting, 4449 in Stenography, and 1994 in Bookkeeping, as well as smaller numbers in many other courses.(3)

The Commercial Courses of Ontario have recently been completely revised. The new courses for Grades IX and X were published in August, 1938, and those for Grades XI and

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1. Annual Report 1937 p. 238

2. Ibid p. 241

3. Ibid p. 246





XII were published in May, 1939 and went into effect in September, 1939. The new courses seem to be based upon four clear principles. First, a great deal of time is to be devoted in each year of the course to English and Social Studies. This is in general agreement with the modern tendency to stress cultural values in all courses. Secondly, skill subjects are largely delayed to Grades XI and XII, the first two years being regarded as largely exploratory. Thirdly, vocational guidance is stressed. Finally, the commercial subjects of the last two years are regarded as purely vocational.

Pupils in the General Course may select an option called Commercial Work in Grades IX and X. In Grade IX this consists of Business Practice and Writing. Business Practice is an elementary general course, including ten topics intended to fix in the pupils' minds proper standards of business practice and to fit pupils to meet effectively business situations common to all, such as banking transactions, remittances, etc. The Writing is a general course in Penmanship. The Grade IX Commercial Course in Vocational Schools differs in that more time is allowed to the commercial subjects than in the general schools. Business Practice and Writing are amplified by adding an "Additional Course" in each to that prescribed for the option. Seven topics are added to Business Practice. In some Vocational Schools Typewriting starts in Grade IX, while in some it does not begin until Grade X. The Course



provides a First Course and a Second Course in Typewriting. In Vocational Schools where Typewriting is begun in Grade IX, the First Course will be taught in Grade IX and the Second Course in Grade X. In Schools where Typewriting is begun in Grade X, the First Course and selected work from the Second Course are taught.[1]

Two courses are provided for students who select the Commercial Work option in Grade X. In schools where typewriters are available students will take the Additional Course in Business Practice and Writing of Grade IX and the First Course in Typewriting. If typewriters are not available students will take Bookkeeping of Grade X, sections 1-8, with related business arithmetic instead of Typewriting. These eight sections would include review of business papers, introduction to bookkeeping, development of the fundamental equation, ledgers, cash journal, sales journal and purchase journal, bill journals, and short sets to illustrate these principles. In Vocational Schools Grade X students take Bookkeeping (time allotted varies, but topics 1-10 considered the maximum) Stenography, and Typewriting (either First or Second Course). In the Commercial Course in High Schools and Collegiate Institutes the Stenography Course does not start until Grade XI. Stenography students in Grade X are required to reach a speed of 40-60, and in Grade XII a speed of 100-120 with a Transcribing Rate of 30-40. If the Stenography Course is a two year course, the require-



ments are not quite so high, the required speed being 90-110. These are more suggested objectives than absolute requirements.(1)

The specialized commercial work is concentrated in Grades XI and XII. The summary of the courses here given is quoted from "Commercial Courses for Grades XI and XII" published by the Ontario Department of Education in May, 1939.

In Vocational Schools the allotment of time to the individual subjects in Grades XI and XII will depend on whether the pupil elects a general business course, or a specialized course in Accountancy Practice, Secretarial Practice, or Merchandising.

- (a) The General Business Course shall include: Stenography; Typewriting and Office Practice; Correspondence; Bookkeeping; Accountancy, Topics 1-4; Commercial Law, Topics 1-4; and Elements of Economics.
- (b) The Accountancy Course shall include: Typewriting and Office Practice; Correspondence; Bookkeeping; Accountancy; Commercial Law; and Elements of Economics.
- (c) The Secretarial Course shall include: Stenography; Typewriting and Office Practice; Correspondence; Commercial Law, Topics 1-4; and Elements of Economics.
- (d) The Merchandising Course shall include: Salesmanship and Advertising; Typewriting and Office Practice; Correspondence; Bookkeeping; Accountancy, Topics 1-4, 7, 9, 11; Commercial Law, Topics 1-4; and Elements of Economics.

In Commercial Departments of High Schools and Collegiate Institutes the Commercial Course of Grades XI and XII shall include: Stenography; Typewriting and Office Practice; Correspondence; Bookkeeping; Accountancy, Topics 1-4; Commercial Law, Topics 1-4; and Elements of Economics.

In the General Course of High and Continuation Schools and Collegiate Institutes, pupils who elect Commercial Work as an optional subject shall select one of the following:





(a) In schools where typewriting equipment is available:

Grade XI Typewriting, Grade X, Second Course,  
Topics 1-4,  
Bookkeeping, Grade X, Topics 1-8

Grade XII Typewriting, Grade X, Second Course,  
Topics 5-6,  
Typewriting, Grade XI, Topics 1,3(a)  
Bookkeeping, Grade X, Topic 9  
Bookkeeping, Grade XI

(b) In schools where typewriting equipment is not available:

Grade XI Bookkeeping, Grade X, Topic 9,  
Bookkeeping, Grade XI  
Business Law, Topics 1-4

Grade XII Accounting, Topics 1-4  
Business Law, Topics 5-6

As the above outline clearly shows, the courses offered in Ontario are arranged to fit the needs and desires of many different groups of students. It must be remembered that all students take English and Social Studies in addition to the commercial subjects. The commercial subjects outlined above are all purely vocational in nature. The Accountancy Course consist of 11 topics which include Partnership, Joint Stock Companies, Departmental Accounting, etc. Students in the Accountancy Course complete the Bookkeeping Course and Topics 1-3 of the Accountancy Course in Grade XII. In the other course in which Accountancy is included, some of the topics are taken in Grade XII only. Grade XI Bookkeeping consists only of Control Accounts, Adjusting and Closing Entries, Preparation and Interpretation of Classified Financial Statements, and Non-Trading Organizations, together with a review of the Grade X topics. The Course, Elements of Economics, is divided into two years of work for Grades



XI and XII. It is taken by all commercial students. In Grade XI there are six topics; Introduction, Money, Price, Markets for Goods and Services, Demand for Goods and Services--Consumption, and Supply of Goods and Services--Production. In Grade XII the topics are; Introduction, Money and credit, Credit Institutions, Banking Systems, Price Relationship Between Countries, Markets, Life and Labour, Public Finance. No definite standards of achievement are set for Typewriting and Office Practice, but it is intended as a finishing course to ensure vocational competence. The student who completes one of the courses; General Business, Accountancy, Secretarial, or Merchandising, should be a well-educated student in the best sense of the term, and in addition he or she should be ready to take an office position and fill it with competence.

The training of commercial teachers has kept pace with the improvement of the courses. The training course is a one-year course taken at the Ontario College of Education after a baccalaureate degree has been obtained in Arts or Commerce. The course consists of lectures in Methods and Practice Teaching leading to the High School Assistant or Specialist Certificate. To this course is added supplementary courses, one of which is Commerce. In this course an elementary knowledge of Bookkeeping, Shorthand and Typewriting is offered. To complete the work the teacher must attend summer school to obtain an Elementary, Intermediate, or Specialist Certificate in Commerce. Credit in seventeen subjects is demanded of teachers proceeding to the Specialist's Certificate. This



requires from four to six summer sessions. Two years of successful experience is required before the Permanent Specialist's Certificate is granted. In 1931 there were 307 teachers taking the Commercial Course at Summer School, 216 in 1936, and 253 in 1937.

Ontario has a progressive system of commercial education. The courses are the equal of those offered in any other country or in any other province of Canada. The teachers are well trained and well qualified. There is a steady demand for the graduates from the commercial courses, and the demand is likely to increase with the steady development of the commercial life of the province. With over twenty thousand students taking the commercial courses offered, Ontario has as many commercial students as there are in all the other provinces of Canada combined.





TABLE -I

SUBJECTS TAUGHT IN THE COMMERCIAL DEPARTMENTS OF THE  
VOCATIONAL SCHOOLS OF ONTARIO

NUMBERS OF STUDENTS IN VARIOUS SUBJECTS

YEAR	1926	1929	1930	1931	1932	1934	1935
<u>Day Schools</u>							
History of Comm.		195	108	3125	3443	3281	3103
Writing	7654	13316	14488	16825	16345	15157	16892
Typewriting	7048	12094	12806	15351	16020	15027	16652
Stenography	6696	11930	12458	14213	14253	12339	11800
Bookkeeping	6174	10587	11082	13253	12020	12403	11094
Rapid Calculation		9244	10748	12113	11755	11854	11274
Business Corr.		8320	8313	9107	11430	10215	10939
Business Forms		7208	5684	6915	7462	7674	6693
Commercial Law	3124	4228	4444	4798	5424	5368	4391
Office Routine		3784	4085	5257	5664	6433	5144
Filing		3574	4322	5103	6958	4574	4169
Economics	1409	2842	3084	4320	5476	5848	4888
Salesmanship		656	545	1342	1716	1346	1154
Banking and Exchange		372	502	507	836	1337	679
Commerce and Tran.		279	108	477	419	738	506
Study of Materials		758	755	2970	3992	1828	747
Elements of Bus.				103	215		301
Comm. Geography				397	Marketing		96
Business Practice				46			652
Advertising				93	Office Mach.		83
<u>Evening Schools</u>							
Penmanship		1328	1573	1453	1792	914	
Stenography		4866	5366	6063	5879	3893	
Typewriting		6548	7077	8239	7433	4035	
Bookkeeping		3308	3242	3421	2992	1789	
Bus. Practice		715	658				
Business Law		231	223				
Advertising		212	41	226	169	196	
Salesmanship		207	311	544	339	208	
Commercial Fr.		43	23	1433	136	64	
Comm. Arith.		292	37		98	38	
Economics		19	54	91	131	79	
Business Machines		22	60	337	722	645	
Business English		492	628		119		
Rapid Cal.					301	143	
Business Corr.			59	1273	1147	883	
Comm. Law			39	291	289	203	
Filing			63		60	99	
Foreign Trade					145		
Business Forms						363	
Office Routine						15	
Insurance					62	254	
Switchboard		38	17				
Business Finance					83		
Comm. Geog.					28		
Banking & Ex.					12		
Spelling						15	



STATISTICS OF COMMERCIAL EDUCATION IN ONTARIO IN PUBLIC, ROMAN CATHOLIC  
SEPARATE, HIGH SCHOOLS AND COLLEGIATE INSTITUTES

## NUMBERS OF STUDENTS IN VARIOUS SUBJECTS

Year	1880	1889	1900	1905	1910	1915	1920	1925	1930	1934
Bookkeeping, P. S.	4542	17366	20122	17072	11032	6197	3827	1601	683	
Bookkeeping, H.S. and Coll. I.	13166	9712	15152	14715	10391	6212	3943	617	650	
Bookkeeping, R.C. Separate Schools		1183	1865	854	942	3406	315	163		
Commercial Subjects in Public Schools				5272	2710	1802	1777			
Commercial Subjects in R.C. Separate Schools					587	739				
Stenography, H. Schools		2692	4557	5730	3216	4239	2954	3162	1442	
Typewriting, H. Schools		983	3345	3064	2573	3444	2869	3162	1791	
Commercial Course in High Schools			2928	2595	3026	4227	5057			
Business Practice, H. Schools								3016	1042	



### CHAPTER III

#### COMMERCIAL EDUCATION IN QUEBEC

##### Control of Education in Quebec

The school system of Quebec is entirely different from those of the other provinces of Canada. Quebec probably has more different types of schools than any other state of equal area in the world.

The growth of these schools reflects the history of the province. Schools in Quebec date back to the days of French rule. Before 1763 there were a number of schools established by the Roman Catholic Church. These were confined largely to Quebec City, Montreal, and Three Rivers; little provision being made for rural areas.

When British rule was established in 1763, the French showed opposition to the establishment of any form of state schools, fearing that such a move would be a step toward taking away their cherished liberties. An Act passed in 1801 providing for a state school in each parish, was met with disfavor. It was not until after the union of Lower and Upper Canada that Lower Canada had a system of common schools. Each parish was to have a school supported by local taxation and state aid and controlled by an elected board of five commissioners. The acts of 1841, 1846, and 1849, which set up this system, also provided for separate schools for religious minorities. Any minority in a parish could set





up a separate school under three elected trustees and share the Government grant with the Commissioners' school. In most areas the separate schools were those of a Protestant minority. This right of a minority was guaranteed by the British North America Act of 1867.

An Education Act of 1869 placed the control of the school system under a Council of Public Instruction composed of ex-officio and appointed members representative of the Catholic and Protestant sections of the population. Friction between the Catholic and Protestant sections of the Council led to another Act being passed in 1875 which set up Catholic and Protestant sections of the Council. In effect, it established two educational systems in Quebec. Each section of the Council was given the power to function as a separate supervisory body with powers to prescribe curricula and text books, to supervise examinations and teacher training, and to recommend teachers for certification. Until 1899 each section appointed its own inspectors for its own schools. Since that date each section has recommended candidates to the government.

As well as having these two distinct school systems, Quebec has a great number of private schools and institutions of higher education. Thus the task of giving a complete account of commercial education is very difficult.



## Commercial Subjects in Lower Canada

After 1857 there was issued regularly a Journal of Education for Lower Canada. At that time Mr. P. J. O. Chauveau was Chief Superintendent of Public Instruction for Lower Canada. In the Journal of 1858 he gave the first educational statistics gathered in what is now the Province of Quebec. He said that his figures were as accurate as possible, though difficult to gather. Bookkeeping is first mentioned in the year 1854 when 799 students took the subject. In 1855 he reported 1976 Bookkeeping students, and in 1856 there were 5012.(1) In the report published in 1858 he refers to Bookkeeping in the following terms:

Bookkeeping is taught to 1314 pupils, namely to 248 in classical colleges, to 234 in Commercial colleges, to 586 in academies for boys or mixed, and 245 in academies for females.(2)

On the next page of the same report the Chief Superintendent refers to a special commercial course.

Some institutions have a special commercial course distinct from the ordinary studies, and 610 scholars follow these courses; 288 in classical colleges, 128 in commercial colleges, and 194 in academies.(3)

The names applied to the different types of schools here is quite confusing, as is often the case in Quebec. However, in the same report the Chief Superintendent defines classical colleges, commercial colleges, and academies. The Academies were for boys and were attended by day students only. They had been set up by the Legislature, and corresponded to the Grammar Schools of Upper Canada. The Superin-

1. Journal of Education for Lower Canada 1858 p. 78

2. Ibid p. 93

3. Ibid p. 94



tendent had named certain colleges Commercial Colleges to distinguish them from the Classical Colleges, but not because they taught a commercial course. They differed from Academies only in that they received boarders. There were fifteen of these in 1857, and they received grants varying from \$50.00 to \$550.00 from the Superior Education Fund. The Classical Colleges were institutions of higher learning. All three of these schools taught Bookkeeping, and all three had commercial courses. There is no indication of what these special courses contained. By 1867 the Commercial Colleges had become known as Industrial Colleges. There were then fifteen of them.

In the Journal of Education of August and September, 1867, there is an interesting reference to Masson College, which had been founded in 1847 as a Classical College. Feeling that too many students were being carried into the learned professions, this college substituted for the usual classical course a "comprehensive commercial course" of five years. The first two years were devoted to grammar classes, on the theory that there must be a high standard of education, even for commercial classes. The Third Year of the course was the Business Class, and could be followed independently of the other years. It consisted of Bookkeeping, Commercial Arithmetic, Commercial Correspondence, Writing, Commercial Law, Telegraphy, Banking, Assurance, Stenography, and History of Canada. The Fourth Year was devoted to Literature





and the Fifth to Sciences and Liberal Arts. The Course seems to have been a sort of compromise between the classical course and a commercial course. It is likely that the commercial courses in most of the Classical Colleges, Industrial Schools, and Commercial Colleges were similar to this one.

### Commercial Education in the Catholic Schools

By 1900 the Roman Catholic Schools had 119,840 students in Elementary Schools, 77,587 in Model Schools, and 25,268 in Academies.(1) The Elementary Schools consisted of four years, Model Schools of the Fifth and Sixth years, and Academies of the Seventh and Eighth years. Bookkeeping was a part of Arithmetic in the Fourth Year of the Elementary Schools. In this year it consisted of business forms and simple household accounts. Bookkeeping was also a subject in each year of the Model School and of the Academy. In each year double entry bookkeeping was taught. Commercial Correspondence was a subject in the Academy. These provisions are taken from the Elementary Course as revised by the Roman Catholic Committee of the Council of Public Instruction in 1898. This course was authorized for the Catholic Schools in 1900.(2)

This course, as revised in 1898, was quoted again unchanged in the Annual Reports of 1909-10 and 1914-15. In 1912-13 there were 197,143 pupils in the Roman Catholic

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1. Annual Report of Supt. of Public Instruction of the Province of Quebec, 1899-1900, pp. 182-9
  2. Annual Report of Supt. of Public Instruction 1898-1899, pp. 380-7



Elementary Schools; 106,202 in Roman Catholic Model Schools, and 59,589 in Roman Catholic Academies.(1) Apparently all those in Model Schools and Academies studied Bookkeeping, as well as the Fourth Year Elementary School students.

In 1923 the Primary schools were reorganized to consist of an Inferior Course of two years, an Intermediate Course of two years, a Superior Course of two years, and a Complementary Course of two years. There are also Infant Schools for children of five and six years of age. The Inferior and Intermediate Courses made up the Elementary School, while the Superior Course replaced the Model Schools and the Complementary Schools replaced the Academies. According to the new organization, specialization starts in the Complementary Schools. Students who reach the Complementary Schools may choose one of four special sections: Agricultural, Commercial, Industrial, and Household Science.(2) In 1923-4 the Complementary Schools had 156,663 pupils.(3)

The courses of study under the new organization were not printed in the School Regulations of the Catholic Committee until 1926, although they had been proscribed in 1921 and had gone into effect in 1923. The requirements of the Commercial Section of the Seventh and Eighth years are given in these regulations. The students were to devote twelve hours per week to "Invariable Common Subjects"; Religious Instruction, French, History, and Geography. Eight hours

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1. Annual Report of Supt. of Public Instruction 1914-15

pp. XXIII-XXV

2. Annual Report of the Supt. of Public Instruction  
1924-25 pp. 283-9

3. Ibid. Table I, p. XXI



each week were to be spent on "Variable Subjects"; Mathematics, a second language, and a group called "Sundry Subjects" (Physics, Drawing, Manners, Hygiene). This left six hours for "Special Subjects". The Special Subjects were: Bookkeeping (single and double entry), Writing, Stenography (French and English), Typewriting, Commercial Law, and Commercial Correspondence.(1)

In the same issue of the regulations a new course for Normal Schools was printed, although it also had been authorized in 1921. In this course students could use two hours per week through three years for one of Domestic Science, Commercial, Industrial, or Agricultural subjects.(2)

The statistics do not say how many students in the Complementary Schools chose the Commercial Section, but it was apparently popular, as in 1933 the Inspector-General of Catholic Primary Schools said that there was a great tendency in rural Complementary Schools to choose the Commercial section rather than the Agricultural Section, which he thought that they should choose.(3)

Meanwhile another change was introduced in 1929. Three years or grades designated as "Primary Superior Classes" were added to the program of the Catholic Schools, thus making the Catholic Primary School System continuous through eleven years.

Primary Superior teaching has for its essential object to furnish young men and women preparing for positions in commerce, industry, agriculture, public service or

1. School Regulations of the Catholic Committee of the Council of Public Instruction of the Province of Quebec 1926, pp. 153-172
2. Ibid, pp. 152-3
3. Annual Report of Supt. 1932-3 p. 147







arts and trade, with a more thorough education and instruction than that which is given by the primary school, but less developed than those of the secondary teaching institutions, this education being characterized by a pronounced direction towards the practical requirements of the pupils' probable future occupations. (1)

Now courses of study were authorized at the same time for the three added years. Students entering these classes are required to have certificates from the Complementary Schools. Among the subjects offered are Bookkeeping, Accountancy, Typewriting, Stenography, Elements of Commercial Law, Elements of Political Economy, Commercial French and Commercial English. As well, the regular subjects such as language, history, and religious instruction, were included. Students who take the commercial subjects in these schools need the preliminary training of the Complementary Schools, as the courses are thorough vocational courses. Bookkeeping, Stenography, and Typewriting are required subjects in the Ninth and Tenth Years, and are given two and one-half hours each week. In the Eleventh Year there is a definite division into an Industrial Section and a Commercial Section. The subjects of the Commercial Section are Commercial Arithmetic and Algebra, Commercial Law, Bookkeeping and Accounting, Commercial Geography, Commercial English, and Political Economy. The courses outlined above were prescribed for Boys' Schools. In the Girls' Schools Stenography and Typewriting are studied in the three years, and Bookkeeping in the Ninth and Tenth Years. (2)

The Superior Primary schools came into operation

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1. School Regulations of Catholic Committee of the Council of Education 1931, p. 87  
2. Ibid, Appendix F.



in the school year 1931-32. In that year they were attended by 55,420 students.(1) Neither these nor later statistical tables give the numbers taking either the Commercial Section or any of the individual subjects. In the same year there were 324,281 students in the Catholic Elementary Schools, and 154,010 in the Complementary schools.(2) Thus the Superior Primary Schools had approximately 9.7% of the students in attendance at Catholic Primary Schools.

#### Commercial Education in the Protestant Schools

The Protestant Schools have always been in a minority in Quebec. Early Protestant Schools were classed as Elementary Schools, Model Schools, Academies, and High Schools. In 1900 there were 27,593 pupils in the Elementary Schools, 3455 in the Model Schools, and 5244 in Academies.(3) In the same year more than 200,000 students attended the corresponding Roman Catholic Schools.(4)

The Course of Studies for Protestant Schools was revised and authorized in 1900. It provided for an Elementary School of four grades, a Model School of three grades, and an Academy of three grades. Grade III of the Model School and Grade I of the Academy were the same. Bookkeeping was a subject of Grades I and II of the Academy Course.(5)

The Course of Studies printed for these schools in 1910 and again in 1915 was unchanged from that authorized in 1900. In 1913-14 under the heading of Protestant Superior

1. Annual Report of the Supt. of Education 1932-3 pp. XVII-XIX

2. Ibid

3. Annual Report of the Spt. of Public Instruction 1899-1900 pp. 198-199

4. Ibid. pp. 188-9

5. Ibid. pp. 308-394



Education six "High Schools and Special Schools" and thirty-two Academies were reported. In the former 457 took Bookkeeping, and in the latter 1315.(1)

By 1923-24 the Elementary Course of the Protestant Schools had seven grades, the Model School was replaced by the Intermediate Course of Grades VIII and IX, and the Academies were all High schools with Grades X and XI. In that year there were 51,594 students in the Protestant Elementary Schools, 4433 in the Intermediate Schools, and 15,051 in the High Schools.(2) Later a twelfth grade was added, making the Protestant Schools of Quebec equivalent to those in other provinces. In 1936-37 the number of students in all Protestant Schools was 73,691, with 3983 in Grade IX, 2689 in Grade X, 2013 in Grade XI, and 161 in Grade XII.(3) The preponderance of Catholic Schools is shown by the fact that in the same year the corresponding Catholic Schools had a total of 568,326 students, or about eight times as many as the Protestant Schools.(4)

The Protestant Schools have commercial options in Grades VIII to XI. In Grade VIII students take at least one but not more than three options. If schools have the proper equipment and staff they may offer Bookkeeping and Stenography and Typewriting as options. In Grade IX and the High School there is a General Course and an Academic Course. The latter is intended specifically for matriculation to universities, while the General Course leads to a High School

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1. Annual Report of Supt. 1914-15 pp. XXIII-XXIV  
2. Annual Report of Supt. 1923-24 pp. XXI  
3. Annual Report of Supt. 1937-8 p. 185  
4. Ibid pp. XII-XIII







Leaving Certificate. The new Grade XII or Senior Matriculation admits students to the Second Year of many courses at McGill University. Bookkeeping and Stenography and Typewriting are options in the General Course in Grades IX, X, and XI. Pupils in this course are allowed to take from one to three options each year. Students in the Academic Course have no options except in Grade IX, where one option is allowed.(1)

The Grade VIII Bookkeeping Course consists of Business Papers, while in the other grades Bookkeeping and Accountancy are taken. The Shorthand students may take either Gregg or Pitman, and a speed of 100 words per minute is required in Grade XI.(2) The School Regulations of the Protestant Committee provided at the same time that there was to be an annual departmental examination in the grades from eight to eleven.(3)

There are no statistics available which give the numbers taking these commercial options. However, as the High Schools are located in the cities and larger towns, the majority of them have equipment for the commercial options, which are very popular.

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1. Memoranda of Instructions To Teachers in the Protestant Schools of Quebec, 1931 pp. 5-25
  2. Ibid. Supplement. September 1, 1932, p. 5
  3. School Regulations of the Province of Quebec 1931 p. 5



### Commercial Education in Classical Colleges

There are 29 Classical Colleges in the Province of Quebec. Most of them were established in the first half of the last century by the Roman Catholic Church. They are classed as institutions of Secondary Education, ranking higher than the Primary Superior Schools, but lower than the Catholic Universities, which are called institutions of Superior Education. French is the regular language of instruction.

The particular aim of the Classical Colleges is general culture in history and letters, as well as sciences, mathematics, and philosophy. As early as 1856 some of these colleges had a special commercial course.<sup>(1)</sup> The course referred to earlier as being established in 1867 is likely typical of the commercial courses in the Classical Colleges at that time.<sup>(2)</sup>

In 1889-90 there were 15 Classical Colleges with an average total daily attendance of 3639. Eleven of them had special Commercial Courses in addition to the Classical Course, with 862 classed as "Pupils in the Commercial Course".<sup>(3)</sup> In 1900 there were 2171 students in the Commercial Course in Classical Colleges.<sup>(4)</sup> In 1920 the 21 Classical Colleges then in existence had 7711 students, of whom 2337 were in the Commercial Course.<sup>(5)</sup> In the latest available statistics

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1. See above p. 51

2. See above p. 52

3. Report of the Supt. of Public Instruction of the Province of Quebec, 1889-90, pp. 256-7

4. Report of the Superintendent, 1899-1900, pp. 297-

5. Report of the Superintendent, 1930-1931, pp. XVII-XXI



those for the year 1936-37, there were 29 Classical Colleges with 10,735 students, of whom 1372 were in the Commercial Course, which was given in 11 of the Classical Colleges.(1)

The College de Lévis may be considered a typical Classical College. It was founded in 1850 under the direction of the Frères des Ecoles Chrétienmes. Classes opened in 1853, starting with a Commercial course, to which a Classical Course was added in 1860. In 1870 the "Business Class" was established and added as a fifth year to the four-year Commercial Course. In 1879 the College de Lévis was affiliated with Laval University.

The Commercial Course consists of four years and the Business Class.

#### First Year

##### French

Religious Instruction,  
Grammar - elementary course  
Histoire sainte - First semester, Old Testament  
Geography - Second semester, Canada

##### English

Grammar - elementary course  
English Words - First year  
English Lecture - Second Reader  
Arithmetic - Fundamental operations-Fractions-Decimals

#### Second Year

##### French

Religious Instruction  
Grammar  
History of Canada  
Geography

##### English

Grammar  
English Words  
Manual of Phrases  
English Lecture - Third Reader  
Arithmetic





Third Year

French

Religious Instruction  
Grammar  
History of Canada  
Geography

English

Grammar - Complete Grammar  
English Words - General Review  
Manual of Phrases  
English Lecture - Third Year

Commercial Subjects

Arithmetic (Van Tuyl)  
Bookkeeping (Powers) - Elements - Journal  
Stenography. Phonetic Writing - Uses of Signs

Fourth Year

French

Religious Instruction  
Grammar - Superior Course  
Ecclesiastical History  
Geography - Second semester - Superior Course  
Epistolary Art - Second semester

English

Grammar - Complete Grammar  
English Conversation

Commercial Subjects

Arithmetic (Van Tuyl)  
Algebra (Milne) - Fundamental operations  
Bookkeeping (Powers) - Journal-Lodger-Merchandise Companies  
Stenography  
Typewriting - One half hour per day

Business Class

Religious Instruction

Grammar - Superior Course - General Review  
Geography - Complementary Course - Economic and Political  
Geography  
English - Grammar (Leclair and Sevrette) - Complete Course  
General Review

Commercial Subjects

Arithmetic (Van Tuyl) - General Review  
Algebra (Milne) Review of Fourth Year-Fractions-Factors,  
Equations of one, two and three unknowns  
Equations of Second Degree  
Mensuration - Geometric figures-Measures of areas and volumes  
Bookkeeping(Powers) Advanced Course  
Stenography - English and French  
Commercial Law  
Commercial Correspondence - English and French (1)



The Business Class is a special class. Although the Prospectus does not say so, it is perhaps possible to take this class independently of the other years of the Commercial Course. The Business Class closes at the end of April, whereas other classes go on until the end of June. Because of the extra expense of providing for this class, the fees are \$225 per year, the same fee as that for the entire year in other years of either the Classical Course or Commercial Course.

Many of the Classical Colleges have histories of continuous operation of over a century or more. This means that they are among the earliest educational institutions in Canada. They are predominantly residential schools. Steeped in tradition, they change very slowly. The courses given now differ very little from those of the last century. An indication of this may be seen in the fact that Typewriting has just managed to intrude itself into the course of this college for one half hour per day in one year. In fact, the Commercial Course is more of a modern course as opposed to the Classical Course of these colleges, than it is a vocational course. However, the courses as given are intensive, and students who complete the Commercial Course of a Classical College no doubt graduate with a sound cultural background and a thorough training in the commercial branches studied.



## The School For Higher Commercial Studies of Montreal

The Province of Quebec has an educational institution which is unique in Canada. The School For Higher Commercial Studies of Montreal is a regular university of Commerce, the only one of its kind in Canada.

The School For Higher Commercial Studies of Montreal was founded in 1907, by the Couin Government, for the purpose of giving an up to date business training. The school program, which is both theoretical and practical, may be put to good use by young people who are desirous of increasing their efficiency. It supplies a preliminary formation preparatory to the study of the special branches. The course of study comprises political economy, commercial accounting and financing, company organization, legislation, finance, statistics, statutory law, commercial politics, geographical economy, technology, publicity, insurance, stock exchange operations and divers other subjects. The regular course is a three year one involving the study of foreign languages.(1)

When the school was organized, it was directed by a corporation composed of the Director of the school and five persons chosen among the members of the Board of Trade of the District of Montreal and appointed by the Lieutenant-Governor in Council for a period of four years.

Since its organization in 1907 this school has become one of the most important educational institutions of the province. A great many of the business and financial leaders of Quebec are graduates of the school. In 1910-11 there were 12 professors, 33 students, and 5 Licentiates. Twelve years later the number of professors was 26, the number of students had increased to 421, and the number of Licentiates was 14.(2)

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1. Statistical Year Book of Quebec 1922, p. 114  
2. Ibid





In November, 1926, the direction of the school was changed. Since that time the school has been administered by the Director, assisted by a Council composed of the Secretary of the Province, two professors of the school, and five citizens of the City of Montreal. The school is supported by grants from the provincial government and by collection of fees. In 1933 the government grant was \$165,000 and the collection of fees amounted to approximately \$54,000.(1)

The School has developed and expanded its courses as the years have gone by. Now no less than 83 subjects are offered. Among subjects which are studied are economic geography, the organization of modern industries, science of finance, statistics, commercial and industrial accountancy, technology, publicity, insurance, commercial law, maritime law, statutory law, stock transactions, and financial mathematics.(2) Typewriting and Shorthand are not on the curriculum. Like the universities, the School For Higher Commercial Studies has not included these practical subjects, as the course is intended to be one of higher education. Evening classes and correspondence courses have been inaugurated to extend the advantages of its courses to students who are not able to attend the day classes. A museum has been established in which are some 25000 natural and manufactured products of the universe. The library of the School contains about 48000 volumes and periodicals concerning the different subjects taught.

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1. Educational Statistics 1937-38, pp. 156-7  
2. Statistical Year Book, p. 127



The growth and increasing importance of the School For Higher Commercial studies may be appreciated by reference to the statistics for 1937-38. In that year there were 80 professors, 260 day students, 447 evening students, and 375 correspondence students, or a total of 1062 students. Thirty nine students received the degree of Licentiate of Commercial Science, 17 received the degree of Commercial Science, and four a degree in Accountancy.(1) A three-year Preparatory Course to the regular three year course accounts for about one quarter of the day students. In 1936-37 the 236 day students were classified as follows: Preparatory, 70; First Year, 74; Second Year, 51; and Third Year, 41. Of 337 night class students 37 were classified as Regular students, and 350 as Part Time students.(2) The Catholic Committee refers to the school For Higher Commercial Studies as a school of Superior Commercial Education, which places it at the university level. The bulletin "Supply and Demand in The Professions in Canada" issued by the Dominion Bureau of Statistics in 1937 lists it among the universities which have a commerce course, so it should be regarded as Canada's only university of commerce.

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1. Educational Statistics 1937-38 p. 214

2. Statistical Year Book 1938, p. 128



## CHAPTER IV

### COMMERCIAL EDUCATION IN THE MARITIME PROVINCES

#### Commercial Education in Nova Scotia

Nova Scotia had educational institutions very early in her history. Prior to 1763 schools had been established by the churches. In 1766 the government of the colony provided for state licensing of teachers in the schools. There were both grammar schools and common schools in existence at that time. In 1794 the Halifax Grammar School and a few other schools received a grant from the government. In 1811 provision was made for the formation of school districts, and in 1841 a provincial Board of Education was established. The first Superintendent of Education was appointed in 1850. The Free School Act of 1864 substituted a Council of Public Instruction for the Board of Education. This Council had power to license teachers, prescribe courses of study and texts, to appoint inspectors and examiners, and to generally supervise the school system. The schools were to be free, the support for them coming from local assessment, and county and provincial grants. Legislation passed later organized the schools into a continuous system from Grades I to XII and made secondary education preparatory to either Normal School or University.

Bookkeeping found a regular place on the early curricula of the province, and by the end of the century Shorthand was taken by a few students as well. In 1903





there were 4306 students in Grade IX and of these 4062 took Bookkeeping and 35 took Shorthand. Of 1841 Grade X students, 1755 took Bookkeeping and 25 took Shorthand. In Grade XI 45 took Shorthand.(1) Bookkeeping was taken by nearly all students in Grades IX and X, but only Halifax and one or two other schools taught Shorthand.

The statistics of 1904 refer to Special Subjects in the Common School grades. Thirty-one took Shorthand and 17 took Typewriting as Special Subjects.(2)

There were also in existence then a number of Technical Schools. These were classified as Coal Mining Schools, Engineering Schools, and Evening Technical Schools. They had no commercial subjects at that time. A Technical Education Act was passed in 1907 under which the technical schools still operate. A Director of Technical Education was provided for and the Nova Scotia Technical College at Halifax established. This Act provided for the Local Technical Schools, usually known as Evening Technical Schools. These schools were to provide a selection of courses from a long list which included a number of technical subjects and a group described as "General Classes". In this group were Business English, Elementary Bookkeeping, Advanced Bookkeeping, Practical Algebra, Geometry, and Trigonometry. In areas where these schools were established, any ten or more students could have any desired course from the list taught.(3) All classes were held in the late afternoon or evening.

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1. Annual Report of Education Nova Scotia, 1903-4 p. 11

2. Annual Report 1903-04, p. 12

3. Manual of School Law, p. 357.



The numbers taking Bookkeeping in Grades IX and X dropped off in the following years. Apparently it was no longer required of nearly all students. In 1909 Bookkeeping was taken by 176 Grade IX students and Shorthand by 17. Thirty took Bookkeeping in Grade X, and 25 took Shorthand. In Grade XI there were 26 in Shorthand. Most of the Shorthand students were in Halifax. Eighty students in the Common schools of Antigonish County took Shorthand as a Special Subject, and a few in Halifax City took Typewriting.(1) A few students continued to take these subjects in the following years, but by 1921 the numbers taking Shorthand and Bookkeeping as subjects of the High Schools were very small.

A Commercial Course was established in the High Schools in 1921.

The Commercial Course is regarded as a fourth year course of the High School. Students entering it have a Grade XI Certificate and have made at least 60% in English of Grade XI, Arithmetic of Grade X, and Geography of Grade XI. Such students can complete the course in one year. Those having lower attainments may enter the course provided there is accommodation. They cannot, as a rule, graduate in one year.(2)

The subjects of the course were Double Entry Bookkeeping, Commercial Correspondence, Commercial Law, Penmanship, Shorthand, Typewriting, Political Economy. In 1921 there were 55 in the Commercial Course in Halifax City and 8 in Cape Breton County.(3)

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1. Annual Report 1909, p. 10-11

2. Manual of School Law 1921, p. 234

3. Annual Report 1921, pp. 11-12



By 1923 there were 27 Evening or Local Technical Schools in operation, but no Day Schools had been established at the secondary level. The Nova Scotia Technical College had day classes, but those were at college level. The Evening Schools taught Bookkeeping, Stenography and Typewriting in many centres. One hundred and seventy-five students in five centres took Bookkeeping, and 202 in nine centres took Shorthand and Typewriting. In the New Glasgow Local Technical School a class of six took Commercial French.(1) In that year Nova Scotia stood fifth among the provinces in Canada in the amount expended for secondary technical education. However, the province was able to collect only one-half of the amount available under the Technical Education Act of 1919 due to failure to match the contributions available from the Dominion Government.

By 1930 the general pattern of commercial education in Nova Scotia had changed very little. The Superintendent of Schools in Halifax complained that Halifax was the only city of its size in Canada without a vocational day school. A delegation visited the vocational school at St. John, New Brunswick to study it in anticipation of a similar school being built in Halifax, Sydney was also planning to build a new vocational school at a cost of about \$250,000 as soon as civic finances would permit. However, the general depression, which has crippled educational building programs, fell very heavily upon the province of Nova Scotia, and all





plans for new schools had to be postponed.

In 1935 the larger centres introduced the Junior High School system, the regulations for them having been approved in that year. The electives provided for these schools were Music, Art, Domestic Science, and Mechanical Science. The curriculum does not include any commercial subjects. The High Schools continue to give a few commercial subjects. In 1936 eight Grade X students, and nine Grade XI students took "Commercial Subjects". Halifax City was still the only centre that had the special Commercial Course, which was taken by 80 students.(1)

Nova Scotia is still the only province in Canada without vocational day schools. The Technical College of Nova Scotia gives a few commercial subjects by correspondence. The Local or Evening Technical Schools still thrive. The province pays one-half the salaries of teachers and provides the special equipment, and the local authorities pay the rest of the cost. The usual term is from October to April with three classes each week. The subjects differ with the demand in different areas. In 1938 Bookkeeping, Stenography and Typewriting were taught at 8 centres with 240 students taking Bookkeeping and 291 taking Stenography and Typewriting. These schools give a Diploma for two years' study in a related group of studies. A Bookkeeping Diploma is given for a course composed of English, Mathematics, and completion of the Mari-

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1. Annual Report 1936, pp. 24-25



time Double Entry Bookkeeping Course. A Diploma in Stenography and Typewriting is given for English and the acquisition of the standards of proficiency in taking dictation and transcribing on the typewriter which are demanded by the Canadian Association of Business Colleges. The standing required in English and Mathematics was equivalent to that required for Grade X.(1)

### Commercial Education in New Brunswick

New Brunswick has a limited demand for commercial education. St. John, the capital and chief seaport, is the largest city, with a population of 47,514 at the last census. Three other towns and cities have populations of between 5,000 and 20,000 people. Agriculture, lumbering, and fishing are the chief industries. New Brunswick ranks seventh in manufacturing among the provinces of Canada. The need for commercial graduates from the schools is therefore comparatively small.

In the years around the beginning of the century the school population of New Brunswick remained almost the same at about 58,000. At that time the province did not have compulsory education. The Common Schools included the grades one to eight, and the High Schools the grades from nine to twelve. At that time, the number of students in the High Schools was small, the number in 1903-4 being 1801.(2)

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1. Annual Report 1938

2. Annual Report of the Chief Superintendent of Education 1903-4, p. xxii



Bookkeeping was a regular subject of Grades IX and X. In 1903-4 there were 726 taking Bookkeeping in Grade IX and 342 in Grade X.(1)

The Chief Superintendent of Education was urging at that time that a Parish School System be established to replace the smaller school districts then in existence. As the districts did not include all the province, many property owners were able to escape educational taxation entirely. A Parish School System would equalize the tax burden and increase the revenue available for schools. The Superintendent also suggested the establishment of compulsory education.

The Chief Superintendent of Education frequently referred in his reports to the desirability of organizing a system of vocational schools.

In former reports I have pointed out the necessity of this province keeping step with the needs and progress of the age, by adopting courses of vocational training embracing agricultural, commercial, and industrial education. In this connection I think all the provinces of Canada have been awaiting with considerable expectancy the report of the committee appointed by the Dominion Government to deal with this subject in a comprehensive manner. It is hoped that the report will be followed by legislation giving federal assistance to this important and vital concern of the whole country and its future.(2)

In that year the first step was taken towards vocational education when the St. John Board of School Trustees was given a grant of \$200.00 for one year in aid of an evening industrial

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1. Annual Report of the Chief Superintendent of Education 1903-4, Table A15
  2. Annual Report of Chief Superintendent of Ed. 1911-12, p.1x





school which was to be placed in operation soon. This school taught Mechanical Drawing and Commercial Arithmetic, the latter subject being taken by 31 students in 1914-15.(1) The World War interfered with other projected vocational schools, but the Chief Superintendent held out the hope that vocational education would be generally introduced after the war.(2) Meanwhile the province had no other commercial education than the Bookkeeping classes of Grades IX and X in the High Schools. These courses were taken by 498 Grade IX students and 479 Grade X students in 1921-22.(3)

In the report of 1921-22 the opening of a Commercial Department in Fredericton was announced.

At the beginning of the second term, the School Board added a Commercial Course to the curriculum of the High School. The purpose in so doing was two-fold; first, to afford this phase of education to the youth of such an important commercial centre as Fredericton; and secondly to retain longer in school the pupils of the High School grades. While this course contains the usual business subjects such as bookkeeping, typewriting, etc. it has also the English subjects and the French as laid down in the Academic Course. Fifteen students were enrolled with the prospect of a much larger class at the beginning of the next term. (4)

Fredericton also had an evening Vocational School with 275 in attendance. Bookkeeping, Shorthand, Typewriting, and Salesmanship were among the subjects taught.(5) Moncton opened a Vocational Evening Class about the same time, and later a Day Commercial Class.

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1. Annual Report of Chief Supt. of Education 1914-15, p. 35

2. Ibid, p. lvi

3. Annual Report of Chief Supt. of Education 1921-22 Table A10

4. Ibid, p. 76

5. Ibid, p. 77



In 1923 the Legislature passed the Vocational Education Act. This Act established the New Brunswick Vocational Education Board and a Director of Vocational Education. Like other provinces, New Brunswick shared in the grants of the dominion Government under the Technical Education Act. The Vocational Education Board encouraged and supervised the organization of vocational schools and departments. The St. John Vocational School was opened September 13, 1926 with over four hundred pupils registered.(1) This fine school was built at a cost of \$463,000 and equipment was installed at a cost of \$70,000. Campbellton built a new Composite High School which housed a Commercial Department. Moncton and Milltown also added commercial departments in their high schools. McAdam Composite High School, which had a Commercial Department as well as Industrial and Home Economics Departments, was opened in 1924, but due to financial conditions these three special departments were closed in 1929 and not opened again until 1935.

The Commercial Course was usually a three-year course with a Diploma granted to those who completed it. The course included academic subjects, as well as Typewriting, Shorthand, and Bookkeeping. There was also a Special Class Commercial Course of one year in some of the Commercial departments. This was open only to those

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1. Annual Report of the Chief Superintendent of Education  
1926-27, p. 100



who had completed the regular high school course. The numbers taking the commercial courses were usually limited by the available accommodation. For example, in 1925-26 Fredericton had 67 students in the Commercial Department, but reported that far more wished to enter than could be accommodated.(1) Evening Vocational Classes were organized in most of the schools where vocational education was carried on, and the commercial subjects were usually in demand.

Meanwhile Bookkeeping was being dropped from the curriculum of the High Schools. 549 Grade IX students and 395 Grade X students took Bookkeeping in 1927-28 (2), but the Chief Superintendent announced that it was being dropped from the course.

Formal Bookkeeping is no longer required, but business arithmetic will be emphasized and a paper given upon it instead. It was felt that the time devoted to keeping sets of books, with the accommodation provided in the ordinary school, and only a few minutes devoted to it each day, was largely a waste. The Vocational Schools can give the subjects the time and care it requires, and in the past those specializing in it usually attended Commercial Schools in preparation. Probably no two firms keep their books in the same way and mechanical devices now take the place of many methods of the past.(3)

Bookkeeping as a general course for all students had lingered longer in New Brunswick than in the other provinces. The statistics of the next year show that the Grade IX and X students took Commercial Arithmetic, as suggested by the Chief Superintendent, but this was apparently

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1. Annual Report of Chief Supt. of Education, 1925-26, p. 87

2. Annual Report of Chief Supt. of Education, 1927-28, A 10

3. Ibid p. lvii







dropped as a separate subject, for it does not appear again.(1)

In the years since 1929 the commercial departments have continued to develop. In 1929-30 the Fredericton Composite High School had 429 students. Of these 273 were in the Academic Department, 85 in the Commercial Department, 19 in the Technical Department, and 52 in the Pre-Vocational Department.(2) In the next year 164 took Evening Vocational Classes in Fredericton, and Typewriting, Bookkeeping, and Motor Mechanics were the most popular subjects.(3) In 1933 the Campbellton Composite High School had a graduating class of 56, of whom 19 were academic students, 18 regular commercial students, and 18 special one-year course commercial students.(4) In 1935 Moncton opened a new school and provided optional courses in the Commercial Department so that pupils could specialize in Bookkeeping, Typewriting, or Shorthand.(5) In the same year Campbellton reported that the Commercial Department of the Composite High School was operating to capacity with 82 students.(6)

In 1936 the Chief Superintendent of Education recommended that vocational education be extended to rural areas. He pointed out that the high school course was too rigid and academic.

1. Annual Report of Chief Supt. of Education 1929-29, p xxvii
2. Annual Report of Chief Supt. of Education 1929-30, p. 79
3. Annual Report of Chief Supt. of Education 1930-31, p. 65
4. Annual Report of Chief Supt. of Education 1932-33, p. 113
5. Annual Report of Chief Supt. of Education 1934-35, p. 208
6. Ibid, p. 227.

1870-1871

We should cease to differentiate between academic and vocational education. These might be integrated and co-ordinated. All high school and superior schools should be made composite.(1)

In the same year W. K. Tibert submitted his report as Director of Vocational Education in accordance with the Vocational Education Act. This report was published in the Annual Report of the Department of Education for the first time in 1936, the year in which that department was re-organized under a Minister of Education. He reported that there were 185 Commercial Graduates of the Vocational Schools in 1936. There were 73 commercial students at Fredericton Composite High School, 93 at Campbellton Composite High School, 33 at Carleton County Vocational School, 33 in McAdam Composite High School, 53 at Edmundston Composite High School, 43 at Newcastle Composite High School, and 212 in the St. John Vocational School.(2) Since this report was issued Moncton has organized a full commercial department.

Most of these schools have evening classes as well as day classes. In 1936-37 the St. John Vocational School had 46 students in Bookkeeping, 23 in Commercial Art, 53 in Shorthand, and 53 in Typewriting. Fredericton Evening School had 48 in Bookkeeping, 42 in Shorthand, and 48 in Typewriting.(3)

Under the Vocational Education Act each school has the authority to determine its own course. The commercial courses at the various schools are much alike, and the course

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1. Annual Report of Department of Education 1936, p.14

2. Ibid, pp. 297-325

3. Annual Report of Education 1937.



used by the Moncton High School may be regarded as typical. It has a three-year commercial course. The Grade IX subjects are Bookkeeping, Commercial Geography, French, Literature, Arithmetic, Spelling, Business English, Grammar, Shorthand, and Business Practice. In Grade X the subjects are Business Law, Spelling, French, Commercial History, Literature, Business English, Arithmetic, Shorthand, Typewriting, and Bookkeeping. The Grade XI subjects are French, Commercial History, Literature, Business English, Arithmetic, Shorthand, Typewriting, Spelling, Bookkeeping, Business Law and Filing. In Grades X and XI the Commercial subjects receive much more time than the academic subjects.

At present New Brunswick has started reorganization of the school system on a 6-3-3 basis. The first division is now in operation and the Intermediate Division curriculum is expected to be ready for September, 1940. It is possible that commercial options may be offered, as in other provinces. No doubt when the school system is completely reorganized, commercial education will become more important than it is at present.

#### Prince Edward Island

The story of commercial education in Canada's island province is soon told. Charlottetown is the only city and there are not enough business enterprises to require a large







number of commercial graduates to fill office positions. With these conditions prevailing, it is not surprising to find that it was not until 1925 that any commercial course was established other than in private business colleges.

In that year Prince Edward Island's most important educational institution, the Prince of Wales College and Provincial Normal School opened a Commercial Department. The Prince of Wales College, established in 1900, is the chief secondary school of the province and the training centre for teachers. Until it opened its Commercial Department, the only commercial teaching in the province was that done in the private business colleges, which are now three in number. No mention is made in earlier Annual Reports of Bookkeeping in elementary schools, although the Annual Report of 1915 quotes an examination in Bookkeeping among those required for a Second Class Teachers' License and lists Eldon's Bookkeeping and Business Forms as a text.(1)

The Annual Report of 1925 refers twice to the new commercial course, the first reference being found in the Report of the Chief Superintendent of Education.

A Commercial Course extending over two years is now offered to the students of this institution (Prince of Wales College) who do not wish to prepare for a teacher's license. In lieu of the professional and certain academic courses, there will be given courses in Stenography, Typewriting, Business Arithmetic, Business Law, Accountancy and Office Practice. A certificate will be issued to the students completing the course and attaining the prescribed standards.(2)

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1. Annual Report 1915, pp. 13-19

2. Annual Report 1925, p. 25C



The same Annual Report contains the Report of the Prince of Wales College and Provincial Normal School. The new commercial department is announced in this report also.

The Commercial Department established in the latter part of last session has increased its numbers, and equipment has been added accordingly. It is fitting that this institution should have followed the lead of similar institutions in the other provinces, and through a Commercial Department give a suitable training to the many students of the College that wish to seek a livelihood in the business world. Now that it is open to all students that pass the Entrance Examination of the College, there should be each year an increasing number who wish to add to their commercial training the privileges of the Prince of Wales College. A diploma is issued to all students completing the prescribed course.(1)

The Annual Reports do not give any detailed information concerning the course or quote the commercial examinations. However, the course as established in 1925 has not been changed. It is a two-year course, though students who have completed the work of the Third Year High School complete the commercial course in one year. The subjects are Commercial Arithmetic, Bookkeeping, Commercial Law, Filing, Correspondence, Shorthand, Typewriting, Office Practice, English(High School), French(High School), and Spelling.

The number taking the Commercial Course at Prince of Wales College is not very large. The Annual Report of 1932 lists 31 members in the first year class and ten receiving the Commercial Certificate upon completion of the second year. In 1937 we are told that there were 18 First Year students and 40 Second Year students, a total of 58. Twelve Commercial Certificates were granted.(2) In

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1. Annual Report 1925, p. 78B

2. Annual Report 1937



1937-8 there were 59 students, 56 in 1938-9, and 51 are registered for the year 1939-40. at the time of writing (September, 1939). The great majority of the students taking the commercial course are women. Of the 59 students registered in 1937-38, 50 were women; and of the 53 registered in 1936-37, 46 were women.

With the annual registration of the three private business colleges, which in 1936 had 175 students, the small commercial class of the Prince of Wales College satisfies the demand of the business institutions of the province.

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## CHAPTER V

### HISTORY OF COMMERCIAL EDUCATION IN THE PROVINCE OF BRITISH COLUMBIA

In the Province of British Columbia commercial education is almost as old as the schools themselves. The early history of British Columbia is closely connected with the development of the Hudson's Bay Company, and it is not surprising to find that the first influence for education came from James Douglas, the famous chief factor of the Company post at Victoria. In 1849 the Reverend Robert J. Staines arrived in Victoria to act as chaplain to the Company and also to teach and keep a boarding school intended primarily for the children of the employees of the Company. James Douglas, who was appointed Governor of the Crown Colony of Vancouver Island in 1851, also had plans for common schools for the settlers, and by 1852 he had such a school in operation. The first reference to commercial education is found in a report dated at Victoria on August 27, 1861, written by Reverend Edward Cridge, the Colonial Chaplain, who in 1856 had been appointed by the Council of Vancouver Island to a position which might be described as the first Inspector of Schools. His first report of November 30, 1856, was addressed to "His Excellency the Governor". In that year representative government was established in the colony and a House of Assembly was



elected in August, 1856. After that time Reverend Edward Cridge addressed his reports to that body. In his report of August 27, 1861, in speaking of Victoria School, of which Mr. W. H. Burr was Master, he wrote:

"Very satisfactory progress was manifested in some of the advanced subjects, particularly in Book-keeping".(1)

A table which accompanied the report showed that four students were enrolled in Bookkeeping. Thus it appears that commercial education in this far western province was under way at this early date of 1861. It must be remembered, of course, that Bookkeeping at that time was not considered as a vocational subject, but as a part of any well-rounded education.

In 1865 the Legislative Assembly of Vancouver Island passed the Common School Act, which set up a highly-centralized system of education. The Act provided for a Board of Education, a Superintendent of Education, and Local Boards of Education. The schools were to be entirely free, the teachers being paid from the public treasury. In the records of this period there is only one reference to Bookkeeping. In 1865 the Board of Education ordered books from England and sold them at a fixed price. Among the books prescribed and ordered was Bookkeeper (National), apparently a text in Bookkeeping.(2)

Up to 1866 four common schools had been established on the mainland, but no legislation had been passed affect-

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1. Cridge, Edward. Original Manuscript Report, Archives of British Columbia  
2. Board of Education: Correspondence, Letter No.10.

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ing education. There is no reference to Bookkeeping in any records available of these schools.

United Colony of British Columbia,  
1866 to 1871

On August 6, 1866, the Colony of Vancouver Island was united with the Colony of British Columbia and a new period for education began. The School Ordinance of 1869 repealed the Common School Act of 1865. By this new Act and an Ordinance to amend it, passed in 1870, the schools were to be financed jointly by school districts duly created and by government grants. Free education was replaced by the exaction of tuition fees, or in place thereof, if desired by each district, voluntary subscriptions or a general tax not exceeding two dollars per year on all male residents over twenty years of age. Up to this time there is no record of a course of studies or any such provision for a uniform system. One is left to surmise that following the English system of that day each Master was free to choose his own course. When references are made to subjects during this period, bookkeeping is not mentioned, except as referred to earlier in the Colony of Vancouver Island.

The Province of British Columbia, 1871

On July 20, 1871, British Columbia joined the Dominion of Canada and became the Province of British Columbia. From this date the story of education in the province is one of





steady progress. Population increased rapidly and an era of comparative prosperity began, with the result that education came in for its proper share of attention. At the same time the government began to issue reports each year, so the task of tracing the development of education becomes much simpler.

In 1872 the Public School Act was passed. This Act is still that under which the schools of the province operate, although it has grown by amendment and addition to about ten times its original size. This Act provided for a highly-centralized school system. A Board of Education was established with six members, and provision made for the appointment of a Superintendent of Education. All school expenses were to be paid from a fund set aside by the Legislature.

In the Annual Reports we were able to find definite references to commercial education. From 1871 to 1880 there is no record of a prescribed course of studies for the schools; we assume there was none. In the first Annual Report a list of authorized texts is given. Among them is Bookkeeping (Johnson) to be sold at 40¢.(1) In the Third Annual Report Bookkeeping (Fulton and Eastman) was authorized.(2) From these references to Bookkeeping and the fact that it was listed elsewhere as one of the subjects taught in the schools in 1872-3, we can conclude that Bookkeeping had been a regular subject of study in the schools since the time that it was reported by Edward Gridge.

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1. First Annual Report 1871-2, p. 31  
2. Third Annual Report 1873-4, p. 58



The first really concrete idea of the bookkeeping of that day in British Columbia is found in the Third Annual Report of 1873-4. An Act Respecting Public Schools is quoted in full in this report and under Section 7 we read:

"It shall be the duty of the Board of Education:  
To examine and give certificates of qualification  
to Teachers in Public Schools."(1)

Examinations were given to prospective teachers in Spelling, Reading, Writing, Composition, Grammar, Arithmetic, Bookkeeping, Geography, History, Mathematics, Latin, French, Drawing, and Music. The examination in Bookkeeping was set by Mr. A. Munro, a member of the Board of Education, and is so important in giving us our first glimpse of what was required of teachers in this subject that it is worth quoting in full.

No. 13 Bookkeeping. Mr. A. Munro.  
Time 2½ hours. Total marks 200

1. What information should a Merchant's Books afford?
2. For what purpose is a Cash Book kept?
3. What is the use of the ledger?
4. When the ledger is kept by Double Entry, how many kinds or classes of Accounts does it contain; and what are these?
5. What is meant by Personal Accounts; and what do they contain on the Dr. and Cr. sides?
6. What is understood by Accounts of Property, or Real Accounts?
7. What is meant by Nominal Accounts or, as they are sometimes called, Fictitious Accounts?
8. What does the Account of Charges contain on the Dr. and Cr. sides?
9. What does the Interest Account contain on the Dr. and Cr. sides?
10. What is the use of the Journal?
11. How are the following classes of Accounts journalized:



- (a) Accounts of Persons, or Personal Accounts?
  - (b) Accounts of Property or Real Accounts?
  - (c) Nominal, or Fictitious Accounts?
12. How are the following journalized, viz:-
- (a) The Debit side of the Cash Book?
  - (b) The Credit side of the Cash Book?
  - (c) Bills Receivable?
  - (d) Bills Payable?
13. How are the following balanced, viz:-
- (a) An Account of Goods, when the Goods are all sold?
  - (b) An Account of Goods, when only part are sold?
  - (c) An Account of Goods, when the Goods are all on hand? (1)

This examination shows that the teachers in the British Columbia of 1873-4 were expected to have a thorough knowledge of bookkeeping. This examination is fairly typical of ones used in the years following with the exception that there was an evident tendency in later ones to include more practical work in the examination.

In the year 1876 the first High School of the province was opened in Victoria with 60 pupils enrolled. Bookkeeping is listed as one of the subjects of study, and Bookkeeping, Fulton & Eastman, is listed as a text.(2) In this same year the first competitive examination was held for Entrance to High School. No test was held in Book-keeping.(3)

#### The First Prescribed Course of Studies

In the year 1880 we at last find that a prescribed course of study was issued. In the Annual report for 1879-80 we find a rather brief statement of the require-

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1. Third Annual Report, 1875-6, p. 57  
2. Sixth Annual Report, 1876-7, p.13  
3. Tenth Annual Report, 1878-9, pp. 91-103







ments for admission to the high school and of the course in the high school. The Subjects of Examination for Admission to the High School were Spelling and Punctuation, Writing, Arithmetic, Grammar, Geography, and History. The Course of Study in High school was divided into two parts; the Junior Division, and the Senior Division. In each Division there was a subject listed as Bookkeeping and Writing.

Bookkeeping and Writing

Junior Division

- (a) Single Entry and Principles of Double Entry.
- (b) Practice in writing according to the principles contained in Payson, Dunton and Scribner's copy-book.

Senior Division

- (a) Single and Double Entry.
- (b) Practice in writing according to the principles contained in Payson, Dunton, and Scribner's copy-book. (1)

The first examination set by the Board of Education for the High Schools was held in June, 1884. Examinations were set in Geography, English, Grammar, English History, Roman History, Mental Arithmetic, Arithmetic, Mensuration, Algebra, Euclid, Statics, Trigonometry, Bookkeeping, Latin, French, and Music. The first High School Bookkeeping Examination is worth quoting.

Bookkeeping: Time 1 hour.

- 1. Which one of a set of Books is the most important? Why?
- 2. Can a person keep his accounts by Double Entry and not use a Journal? How?
- 3. Make out Mr. McLaughlin's account and take his indorsed note for the amount.
- 4. Journalize:-
  - (1) Bought of Reed & Co., merchandise for  $\frac{1}{2}$  cash and  $\frac{1}{2}$  on time.

1. The first part of the document is a list of names and addresses of the members of the committee. The names are listed in alphabetical order, and the addresses are given in full. The list is as follows:

Name	Address
Mr. A. B. C.	123 Main St., New York, N.Y.
Mr. D. E. F.	456 Elm St., Boston, Mass.
Mr. G. H. I.	789 Oak St., Chicago, Ill.
Mr. J. K. L.	101 Pine St., Philadelphia, Pa.
Mr. M. N. O.	202 Cedar St., St. Louis, Mo.
Mr. P. Q. R.	303 Birch St., San Francisco, Cal.
Mr. S. T. U.	404 Walnut St., Cincinnati, Ohio.
Mr. V. W. X.	505 Maple St., Portland, Me.
Mr. Y. Z. A.	606 Spruce St., Seattle, Wash.
Mr. B. C. D.	707 Fir St., Denver, Colo.
Mr. E. F. G.	808 Ash St., Minneapolis, Minn.
Mr. H. I. J.	909 Hickory St., Kansas City, Mo.
Mr. K. L. M.	1010 Sycamore St., Omaha, Neb.
Mr. N. O. P.	1111 Chestnut St., St. Paul, Minn.
Mr. Q. R. S.	1212 Walnut St., Des Moines, Ia.
Mr. T. U. V.	1313 Elm St., Lincoln, Neb.
Mr. W. X. Y.	1414 Oak St., Omaha, Neb.
Mr. Z. A. B.	1515 Pine St., St. Paul, Minn.

(2) Dot & Co. having failed, I sold their note to Sims & Brother and received for it two tons of coal, delivered at my residence.

Face of the note \$25. Coal is worth \$3 per ton.

5. Make an entry in the Day Book, carry the same into the Journal and Ledger.

6. How do you balance merchandise account? (1)

This examination involves a fairly wide knowledge of bookkeeping principles, and was apparently intended for the Senior Division. The Report does not give any indication of the number of students who took this first examination.

In the year 1885 considerable alteration was made in the prescribed course of studies. In that year the first real course of studies was issued for the elementary schools. In the Annual Report of that year we find a "Course of Study Prescribed for Graded and Common Schools". Bookkeeping is listed as a subject which "may" be taught in addition to the prescribed subjects, which were Reading, Writing, Spelling, Dictation, Mental Arithmetic, Written Arithmetic, Geography, English Grammar, English History, Composition, and Letter Writing. (2)

In the same Report the High School course is divided into three parts.

#### Course of Study in High Schools

English Course: All subjects prescribed for Graded and Common Schools, and Anatomy, Physiology, and Hygiene.

Commercial Course: Bookkeeping - Single and Double Entry - Including Banking, Commercial Correspondence, Commercial Law, together with all subjects prescribed for the English Course.

Classical Course: Latin, Greek, French, together with

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1. Thirteenth Annual Report, 1883-4, Appendix I, p. 218

2. Fourteenth Annual Report, 1884-5, Appendix D, p. xxxv

[illegible]



all subjects in which Candidates for First Class Certificates are examined.(1)

Reference to the subjects required at that time for the First Class Certificate indicates that Bookkeeping was one of the subjects on which they were examined. In the same Report we read:

Pupils on entering a High School may for the first six months receive instruction in the English Course only, but after that period must take either the Commercial Course or the Classical Course.(2)

Evidently all High School students would be required to take Bookkeeping under this system. Whether the designation "Commercial Course" meant that the major emphasis was to be placed upon preparation for a business career or was just a convenient means of classifying subjects into groups, we have no means of determining. There is no indication of the numbers that chose this Commercial Course in preference to the Classical Course.

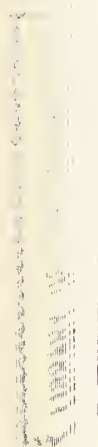
In the next Report these words were added to the description of the Commercial Course,

"---and other subjects in which candidates for First Class Grade B Certificates are examined".(3)

At that time a First Class Grade B Certificate meant a teachers certificate valid for one year, entitling a holder to teach in any position in any public school or as an Assistant in a High School. First Class Grade B candidates were examined in Reading, Writing, Spelling, Arithmetic, Geography, Grammar, History, Composition, Education, Book-keeping, Mensuration, Algebra, Euclid, and Natural Philosophy.(4)

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1. Fourteenth Annual Report, 1884-5, Appendix D. p. xxxvi  
2. Ibid Appendix D. p. xxxvii  
3. Fifteenth Annual Report 1885-6, Appendix D, p. xxxviii  
4. Ibid. Appendix D. p. xxxii





Apparently this so-called Commercial Course was very comprehensive.

In the years following this there were several minor changes in the curriculum, few of which affected commercial subjects. In general there was an obvious tendency to increase the number of subjects required. In the summer of 1891 we find that High School examinations were set in no less than twenty-five subjects.(1) Not all of these were compulsory, but reference to the statistical tables of that year show that of those prescribed, only Education was not taught.(2) Principals of High schools were complaining of the overcrowded curriculum. In 1892 we find that another text was authorized for Bookkeeping, entitled Bookkeeping, High School (Copp, Clark & Co.)

In 1893 the authorities abandoned the practice of putting the Course of Study in the Annual Reports. From that time to 1916 the Course of Study was included in The Manual of School Law, which was not published every year, but only when required to record important changes. For some unexplained reason the Annual Report of 1911 contains the full Course of Study, but otherwise we must refer to the Manuals. In the Manual issued in 1897, Bookkeeping, in which the pupils were "to have a knowledge of commercial forms and correspondence, and the keeping of accounts" was made a subject of examination for admission to a High School.

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1. Twentieth Annual Report, 1890-91, Appendix J, pp. xcvii-cviii

2. Ibid Table B, Part II p. xxi

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The text, Fulton and Eastman, was deleted. The first examination was set in midsummer of 1898. It included problems of Single Entry Bookkeeping and questions on business forms.(1)

In the year 1900 the curriculum received a thorough revision. The Course of Study for Graded and Common Schools was divided into three sections; Junior Grade, Intermediate Grade, and Senior Grade. Among the prescribed subjects for the Senior Grade was Writing and Bookkeeping. The Department was to hold semi-annual examinations on the work of the Senior Grade and issue certificates for entrance to High School. To obtain admission to a High School a candidate was required to obtain at least 33 1/3% on each subject and an average of at least 50%. The High School Course was also revised at the same time. The division into Commercial and Classical Courses disappeared. The Course was divided into four parts; Junior Grade, Intermediate Grade, Senior Grade, and Academic Grade. Bookkeeping was prescribed as a part of Mathematics for Junior and Intermediate Grades. The Department was to hold annual examinations in the work of the Grades. The Intermediate Grade examination was valued as being equivalent to Matriculation in Arts, the Senior Grade to First Year in Arts, and the Senior Academic to Second Year in Arts.(2) Beginning with the year 1902 these examinations became also the examinations for Teachers' Certificates.

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1. Manual of School Law, 1897

2. Manual of School Law, 1900, pp. 53-63



In the same Manual Gage's New Bookkeeping Course was authorized for High Schools and Business and Social Forms prescribed for Public Schools.(1)

### The First Commercial Course, 1906

The Manual of School Law issued in 1906 gave the provisions for the first real Commercial Course in the Province of British Columbia.(2) Although the Manual was not issued until 1906, there were references to the new commercial course in earlier Annual Reports. In the Annual Report for 1904-5, J. C. Shaw, Principal of Vancouver High School and College, says:

"Then, too, the newly instituted Commercial Course, for which our board has provided a good equipment, may fairly be expected to be of great advantage to a certain type of student, the student who was obliged, or at least felt himself obliged, to leave school at an early stage, when only a smattering of certain subjects was possible, but who now, it is hoped will, at any rate, have had the benefit of a complete training and an examination upon a definite course.(3)

In the same report Edward B. Paul, Principal of Victoria College and High School, also mentions the new course.

The provisions for a Commercial Course have been duly noted, and effect will be given to them at an early date. That course is very complete, and while providing for the technical instruction required in a commercial course, it supplies a good general education in English, Mathematics, History, etc. I may be

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1. Manual of School Law, 1900, pp. 63-66
  2. Manual of School Law, 1906, p. 69
  3. Thirty Fourth Annual Report, 1904-5, p. 49



1. The first part of the document is a list of names and addresses of the members of the committee. The names are listed in alphabetical order, and the addresses are given in full. The list is as follows:

Name	Address
Mr. A. B. C.	123 Main St., New York, N. Y.
Mr. D. E. F.	456 Broadway, New York, N. Y.
Mr. G. H. I.	789 Fifth Ave., New York, N. Y.
Mr. J. K. L.	1010 Third St., New York, N. Y.
Mr. M. N. O.	1111 Second St., New York, N. Y.
Mr. P. Q. R.	1212 First St., New York, N. Y.
Mr. S. T. U.	1313 Fourth St., New York, N. Y.
Mr. V. W. X.	1414 Sixth St., New York, N. Y.
Mr. Y. Z. A.	1515 Seventh St., New York, N. Y.
Mr. B. C. D.	1616 Eighth St., New York, N. Y.
Mr. E. F. G.	1717 Ninth St., New York, N. Y.
Mr. H. I. J.	1818 Tenth St., New York, N. Y.
Mr. K. L. M.	1919 Eleventh St., New York, N. Y.
Mr. N. O. P.	2020 Twelfth St., New York, N. Y.
Mr. Q. R. S.	2121 Thirteenth St., New York, N. Y.
Mr. T. U. V.	2222 Fourteenth St., New York, N. Y.
Mr. W. X. Y.	2323 Fifteenth St., New York, N. Y.
Mr. Z. A. B.	2424 Sixteenth St., New York, N. Y.
Mr. C. D. E.	2525 Seventeenth St., New York, N. Y.
Mr. F. G. H.	2626 Eighteenth St., New York, N. Y.
Mr. I. J. K.	2727 Nineteenth St., New York, N. Y.
Mr. L. M. N.	2828 Twentieth St., New York, N. Y.
Mr. O. P. Q.	2929 Twenty-first St., New York, N. Y.
Mr. R. S. T.	3030 Twenty-second St., New York, N. Y.
Mr. U. V. W.	3131 Twenty-third St., New York, N. Y.
Mr. X. Y. Z.	3232 Twenty-fourth St., New York, N. Y.
Mr. A. B. C.	3333 Twenty-fifth St., New York, N. Y.
Mr. D. E. F.	3434 Twenty-sixth St., New York, N. Y.
Mr. G. H. I.	3535 Twenty-seventh St., New York, N. Y.
Mr. J. K. L.	3636 Twenty-eighth St., New York, N. Y.
Mr. M. N. O.	3737 Twenty-ninth St., New York, N. Y.
Mr. P. Q. R.	3838 Thirtieth St., New York, N. Y.
Mr. S. T. U.	3939 Thirty-first St., New York, N. Y.
Mr. V. W. X.	4040 Thirty-second St., New York, N. Y.
Mr. Y. Z. A.	4141 Thirty-third St., New York, N. Y.
Mr. B. C. D.	4242 Thirty-fourth St., New York, N. Y.
Mr. E. F. G.	4343 Thirty-fifth St., New York, N. Y.
Mr. H. I. J.	4444 Thirty-sixth St., New York, N. Y.
Mr. K. L. M.	4545 Thirty-seventh St., New York, N. Y.
Mr. N. O. P.	4646 Thirty-eighth St., New York, N. Y.
Mr. Q. R. S.	4747 Thirty-ninth St., New York, N. Y.
Mr. T. U. V.	4848 Fortieth St., New York, N. Y.
Mr. W. X. Y.	4949 Forty-first St., New York, N. Y.
Mr. Z. A. B.	5050 Forty-second St., New York, N. Y.
Mr. C. D. E.	5151 Forty-third St., New York, N. Y.
Mr. F. G. H.	5252 Forty-fourth St., New York, N. Y.
Mr. I. J. K.	5353 Forty-fifth St., New York, N. Y.
Mr. L. M. N.	5454 Forty-sixth St., New York, N. Y.
Mr. O. P. Q.	5555 Forty-seventh St., New York, N. Y.
Mr. R. S. T.	5656 Forty-eighth St., New York, N. Y.
Mr. U. V. W.	5757 Forty-ninth St., New York, N. Y.
Mr. X. Y. Z.	5858 Fiftieth St., New York, N. Y.
Mr. A. B. C.	5959 Fifty-first St., New York, N. Y.
Mr. D. E. F.	6060 Fifty-second St., New York, N. Y.
Mr. G. H. I.	6161 Fifty-third St., New York, N. Y.
Mr. J. K. L.	6262 Fifty-fourth St., New York, N. Y.
Mr. M. N. O.	6363 Fifty-fifth St., New York, N. Y.
Mr. P. Q. R.	6464 Fifty-sixth St., New York, N. Y.
Mr. S. T. U.	6565 Fifty-seventh St., New York, N. Y.
Mr. V. W. X.	6666 Fifty-eighth St., New York, N. Y.
Mr. Y. Z. A.	6767 Fifty-ninth St., New York, N. Y.
Mr. B. C. D.	6868 Sixtieth St., New York, N. Y.
Mr. E. F. G.	6969 Sixty-first St., New York, N. Y.
Mr. H. I. J.	7070 Sixty-second St., New York, N. Y.
Mr. K. L. M.	7171 Sixty-third St., New York, N. Y.
Mr. N. O. P.	7272 Sixty-fourth St., New York, N. Y.
Mr. Q. R. S.	7373 Sixty-fifth St., New York, N. Y.
Mr. T. U. V.	7474 Sixty-sixth St., New York, N. Y.
Mr. W. X. Y.	7575 Sixty-seventh St., New York, N. Y.
Mr. Z. A. B.	7676 Sixty-eighth St., New York, N. Y.
Mr. C. D. E.	7777 Sixty-ninth St., New York, N. Y.
Mr. F. G. H.	7878 Seventieth St., New York, N. Y.
Mr. I. J. K.	7979 Seventy-first St., New York, N. Y.
Mr. L. M. N.	8080 Seventy-second St., New York, N. Y.
Mr. O. P. Q.	8181 Seventy-third St., New York, N. Y.
Mr. R. S. T.	8282 Seventy-fourth St., New York, N. Y.
Mr. U. V. W.	8383 Seventy-fifth St., New York, N. Y.
Mr. X. Y. Z.	8484 Seventy-sixth St., New York, N. Y.
Mr. A. B. C.	8585 Seventy-seventh St., New York, N. Y.
Mr. D. E. F.	8686 Seventy-eighth St., New York, N. Y.
Mr. G. H. I.	8787 Seventy-ninth St., New York, N. Y.
Mr. J. K. L.	8888 Eightieth St., New York, N. Y.
Mr. M. N. O.	8989 Eighty-first St., New York, N. Y.
Mr. P. Q. R.	9090 Eighty-second St., New York, N. Y.
Mr. S. T. U.	9191 Eighty-third St., New York, N. Y.
Mr. V. W. X.	9292 Eighty-fourth St., New York, N. Y.
Mr. Y. Z. A.	9393 Eighty-fifth St., New York, N. Y.
Mr. B. C. D.	9494 Eighty-sixth St., New York, N. Y.
Mr. E. F. G.	9595 Eighty-seventh St., New York, N. Y.
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Mr. K. L. M.	9797 Eighty-ninth St., New York, N. Y.
Mr. N. O. P.	9898 Ninetieth St., New York, N. Y.
Mr. Q. R. S.	9999 One hundredth St., New York, N. Y.



permitted to suggest, however, that a modern language might be included in the list of subjects for the Commercial Course, at least as an option, and that, in the latter case, a paper on the language prescribed or chosen might be set, and the result recorded on the candidate's commercial diploma. (1)

These extracts imply that the course was prepared earlier than 1906, though 1906-07 was likely the first year that it was taught in the schools.

The Commercial Course of 1906 was a two-year course leading to a Commercial Diploma. In 1907 the Department of Education set the first examination. Papers were set in Typewriting, Shorthand Dictation, Business Forms and Laws of Business, Bookkeeping, and Shorthand Theory. The Typewriting paper consisted of a passage of prose as Part A, of about 550 words. After being allowed five minutes to read over the paper, candidates were allowed fifteen minutes to type the passage. Part B consisted of three letters to be written, the Presiding Examiner being required to take the time for the writing of the letters. Shorthand Dictation consisted of six sections varying from 71 to 205 words. Candidates heard each section read twice; first rapidly, then at 100 words per minute, at which speed they wrote each passage. After all the passages were dictated, the students were allowed an hour to reproduce them in longhand. A two-hour examination

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1. Thirty Fourth Annual Report 1904-5, p. A 10

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in Business Forms and Laws of Business included questions on notes, cheques, etc., and on points of commercial law. The Bookkeeping examination was a three-hour examination including questions on Journalizing and Financial Statements. A one-hour Shorthand Theory examination dealt with shorthand rules, outlines, grammalogues, contractions, and phrases.(1)

No figures are given concerning the number taking this examination, except that W. P. Argue, Superintendent of Schools in Vancouver, notes that nine Vancouver students passed.(2) The outline of the examinations indicates that the course was a thorough one with a fairly high standard of achievement.

In 1908-9 Bookkeeping disappeared as a subject for High School Entrance Examination and presumably from the course for Public Schools, because it is not listed in the classification of subjects for that year.(3) Thus this subject, which had been on the course from the time of the earliest schools of the province, was finally removed. This is typical of the changing attitude toward the subject of Bookkeeping. In the last century Bookkeeping was considered an essential part of a general education. By 1908 it was considered as a vocational subject, to be pursued only by those intending to become professional bookkeepers.

An excerpt from a report of J. S. Gordon, Inspector of High Schools in 1911 would seem to indicate that the Commercial

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1. Thirty Sixth Annual Report, 1906-7, pp. Aclixxi-Aclixv

2. Ibid, p. A40

3. Thirty Eighth Annual Report, 1908-9, pp. Aclix-Aclixix





Course was not proving very satisfactory. After commenting on the growing demand outside the school for technical training, he says:

The little technical training that has already been attempted in our schools calls for some consideration. A commercial course of two years' work is prescribed by the Council of Public Instruction, and may be taken during the first two years in any school where the local authorities make provision for it by engaging a qualified teacher or teachers, and by providing the necessary equipment for the work. One hundred and one students started to take this course last year. Of these, only forty-seven presented themselves for examination at the close of the year, and only twenty-nine of these were successful. These are not encouraging statistics for the advocates of technical training in the high school for young students. They rather justify one in the opinion expressed above that many of those starting to specialize at the early age of fourteen along technical lines, have no strong convictions as to what they mean to make their life's work, and that others who started out in this course considering it easier than the ordinary course, but finding it none too easy, embraced the earliest opportunity of dropping out of school work altogether.(1)

This is a somewhat discouraging picture of the state of commercial education and its future prospects, but reports of the following years indicate steady progress. In the same year, 1911, the City Superintendent of Vancouver Schools reported 198 taking Bookkeeping and 50 taking Shorthand in the Night School.(2) In 1913 Mr. George H. Deane was appointed Assistant to the Superintendent of Education and Supervisor of Industrial and Technical Education. This was likely done in answer to the demand for technical education. He made an

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1. Fortieth Annual Report, 1911, p. 28

2. Ibid p. 41

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extensive study of technical education in Canada, the United States, and Europe. After he submitted his report, Mr. John Kyle was appointed Organizer of Technical Education for British Columbia, a post he still holds. As such, he has supervised commercial education.

### The Commercial Course of 1914

In 1914 the Commercial Course was definitely outlined for each year of a three-year course. This Course stated the required subjects for each year.(1)

#### First Year Commercial:

Typewriting, Spelling, Penmanship, Bookkeeping and Business Forms, English Grammar, English Literature, and English Composition.

#### Second Year Commercial:

Arithmetic, Spelling, English Literature, Composition, Algebra, Bookkeeping, Laws of Business, Penmanship, Shorthand, Typewriting.

#### Third Year Commercial:

English Literature, English Composition, Economics and Civics, Arithmetic, Laws of Business, Accountancy, Business Correspondence, Statute Law, Penmanship, Shorthand.

This course included all the recognized commercial subjects and retained the English subjects as well. It was apparently complete and thorough. A report in 1915 by Albert Sullivan, Inspector of <sup>H</sup>High Schools, gives this more cheerful picture of the state of commercial work.

*[Faint vertical bleed-through from reverse side]*

In addition to the Commercial Classes already established in Vancouver, Victoria, and South Vancouver, new ones were opened at the beginning of the school year in Revelstoke and New Westminster. The best evidence of the practical training given in the commercial classes is the testimony of so many business men as to the satisfactory way in which the graduates from these classes fill the positions to which they are appointed. The students receive not only a sound business education, but they receive a good training in the English subjects. The renewed interest being manifested in this department is one of the encouraging features of high school work. In 1911 there were 47 commercial candidates, this year 266 wrote on the commercial papers set by the Education Department.(1)

In November, 1915, John Kyle presented his first report as Organizer of Technical Education. In reference to commercial work, he says:

My endeavor has been, during the past year, to draw the attention of school trustees, and the general public to the generous assistance offered by the Department of Education for the establishing of classes in technical and commercial subjects.(2)

The extent of the assistance referred to is not clear, but apparently the Department of Education provided generous grants for equipment.

The years of the World War had some effect on the development of commercial education. In 1916 as part of an economy program, the examinations of the Preliminary Grade Junior Course and the First Year Commercial Course were transferred from the Department to the teachers in the High Schools.(3) In 1918 the Second Year Commercial Departmental Examination disappeared, leaving an examination in the Third

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1. Forty Fourth Annual Report, 1915, p. 22
  2. Forty Fourth Annual Report, 1915, p. 86
  3. Forty Fifth Annual Report, 1915-16, p. A 21

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Year Course only. That commercial work was expanding in spite of the war is shown by a report of J. B. DeLong, Inspector of High Schools.

Commercial courses are now being given by seven of our high schools. Business men are continually bearing testimony to the excellence of the work being done in these classes. At the beginning of the last school year a new class was established in the Point Grey High School, while at least three other high schools are making preparation for beginning instruction in commercial work next year.(1)

In the same year John Kyle complained of opposition to night schools on the ground that economy was required for war needs. In the next year J. B. DeLong reported that Kamloops, Nelson, Oak Bay, and North Vancouver High School had formed commercial classes for the first time, raising the number of these to eleven.

In all, 716 pupils followed this course during the year. Next year Algebra and Grammar will be dropped from the Course of Study for commercial pupils and Canadian History and Civics substituted.(2)

In 1918 the Cecil Rhodes Commercial High School was established in Vancouver with six teachers, the first school devoted exclusively to the commercial course. In the same year 870 were reported to be taking the commercial course and twelve as writing the Third Year Commercial Examination.(3) The very small number taking this examination may partly be accounted for by the influenza epidemic of that year, but in the preceding year, J. B. DeLong had urged that school boards

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1. Forty-Sixth Annual Report, 1916-17, p. 25  
2. Forty-Seventh Annual Report 1917-18 pp 18  
3. Forty-Eighth Annual Report 1918-19, p. 19

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grant special certificates to students who completed the Second Year Commercial Course. He said that the majority left school at the end of the second year.

### The Training of Commercial Teachers

After the establishment of the Three Year Course in 1914, the Third Year Commercial Diploma allowed the students entrance to Normal School. In this way many commercial teachers of British Columbia gained standing. This privilege was withdrawn in 1918. In 1921 a training system was set up.

A training class for teachers of commercial subjects was established at the summer school, and it is both desirable and timely that this work should develop in a similar manner to that already successfully conducted for manual instructors and teachers of technical subjects.(1)

In his report for 1923-4 John Kyle urges salesmanship as a subject for the commercial course and says that Vancouver's growing importance as a commercial centre leads to a great demand there for commercial education. He also refers again to the question of training teachers.

Cranbrook and Ladysmith unfortunately closed their commercial courses owing to the difficulty of obtaining satisfactory teachers. This weakness has been remedied and an excellent training class has been operating during the past year at the High School of Commerce, Vancouver, whence Commercial Teachers may graduate.(2)

These graduates referred to above then wrote examinations for Commercial Teachers' Certificates, of which two

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1. Fifty-First Annual Report 1921-22, p. 51
  2. Fifty-Third Annual Report 1923-4 p. 76

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classes were issued, Assistant and Specialist. The High School Assistant Commercial Teachers' Certificate was granted to candidates who held an Academic Certificate or First Class Teachers' Certificate and who passed examinations set by the Department of Education on Stenography, Typewriting, Book-keeping, Business Practice and Statute Law, Penmanship, Arithmetic of Commerce and Finance, Economics and Economic Geography. This certificate was an interim certificate. Candidates who held the above certificate and passed examinations on four of the subjects listed below could be granted a Commercial Specialist's Certificate, which was a permanent certificate. The subjects from which the four could be chosen were Auditing, Business Finance, Office Practice and Organization, History of Commerce and Industry, Commercial Correspondence and Filing, Commercial French or Spanish, Shorthand, Typewriting. The requirements for Shorthand were 120 words per minute, and for Typewriting were 60 words per minute. For one of the subjects the candidate might substitute two years of approved business experience.

This summary of the requirements for the two types of commercial certificate granted in British Columbia is taken from the 1928-29 Programme of Studies, pages 72-76, but these certificates were granted as early as 1924. The Commercial Specialist's Certificate is a very desirable certificate, and is sought by many teachers other than those of British Columbia.

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### The Revision of 1924

In 1924 the Commercial Course was revised. The three year course remained, but it was altered to allow students to specialize in either Stenography or Bookkeeping in the Third Year.

The High school Commercial course was thoroughly revised. In the third year the subjects of English, Business Correspondence, and Commercial Geography are obligatory for all students. In addition to those subjects, students must study intensely a course in either Secretarial work or Accountancy.(1)

In his report, John Kyle also refers to the new course, saying it is greatly improved.

In the third year, for instance, the course is now divided into two sections, (a) Secretarial, and (b) Accounting -- the student thus being able to specialize. The requirements of Statute and Commercial Law have been reduced to the minimum, it being accepted that a full discussion of those subjects is suitable only to the mature minds of those who attend university courses. When a chair for commercial education has been established in the University, the legal aspect of business life will be dealt with in an appropriate manner.(2)

In the same report, Mr. Kyle expressed great satisfaction with the progress of commercial work.

There is no more thorough office training to be obtained anywhere. --The commercial courses are straight vocational. Unlike those who attend the technical and home economic classes, the students do not clamor for an examination to admit them to University. The commercial students find a direct avenue to office work and in their real environment they seem to acquit themselves creditably.(3)

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1. Fifty-Third Annual Report 1923-4, p.10

2. Ibid, p. 76

3. Fifty-Fourth Annual Report 1924-25, p.56

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Survey of the School System: Putnam and Weir

In 1924-5 J. H. Putnam of the Ottawa Normal School and G. M. Weir, who is now Minister of Education in British Columbia, made a very thorough survey of education in the coast province. Their report, "Survey of the School System", has been responsible for far-reaching changes which have placed the schools of British Columbia among the most advanced in Canada. Their recommendations, insofar as they affect commercial education, may be summarized as follows:

1. The school system should provide a middle school or Junior High School for students from twelve to fifteen years of age.
2. These middle schools should provide a differentiated program with a core of compulsory subjects and as large a number of optional subjects as possible.
3. They should be considered as exploratory schools, enabling students to find themselves vocationally. To this end a variety of vocational subjects should be provided.
4. In a recommended program for these Junior High Schools, they suggested typewriting as an option in Grades 7, 8, and 9; Stenography as an option in Grades 8 and 9; and Bookkeeping as an option in Grade 9.
5. The recommended High School program contained a commercial course that might be offered in a special type of school or in a technical school.

The most important recommendations are those for the establishment of the Junior High Schools, a movement in which British Columbia was a leader. These recommendations were speedily put into effect.

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Programme Of Studies for  
Junior High Schools, 1927

The first course of studies for Junior High Schools was issued in 1927. This course divided subjects into "constants" and "variables". English, Social studies, Health and Physical Education were the only constants, or required subjects, for Grade IX. These occupied only eighteen periods in a forty-period week. From a large list of variables, the students chose enough subjects to complete the forty periods. In Grade VIII the constants required made up thirty periods per week, leaving only ten free for variables. Typewriting and Junior Business were Grade VIII variables, and among the Grade IX variables were Typewriting, Bookkeeping, Shorthand, and Junior Business. Junior Business, an introductory course, could be taken in either Grade VIII or Grade IX, or might be spread over both years. Typewriting was expected to be carried to a standard of 20 to 40 words per minute in one year's work and to a standard of 30 to 60 words per minute in two years' work, depending in each case on the number of periods devoted to it each week, which might vary from two to five. Both Bookkeeping and Shorthand in Grade IX were intended to be exploratory, although the Course of Studies called for a speed of forty words per minute in Shorthand.(1) This was found to be too high a standard, and it was reduced when the course was revised in 1932.

The full Junior High School Programme could not be

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put into effect in all areas of the province, and for a time it was confined to the cities. Reports of the years following 1927 indicate that the new schools were proving quite satisfactory. In the first year, 1927, 57 took Bookkeeping in the Junior High Schools, 63 took Stenography, and 80 took Typewriting. By 1930 these figures had increased to 726, 343 and 1685 respectively.

### The 1929 Course of Studies

In 1929 the Department of Education began to introduce a new course in the High schools. Assuming that the Junior High Schools would be restricted to large centres, the new course provided for all grades from nine to twelve. The Grade IX course was introduced in 1929, the Grade X course in 1930, the Grade XI in 1931, and the Grade XII in 1932. The full course was printed in 1930 in a bulletin entitled "New Programme of Studies for the High and Technical Schools of British Columbia". In this revision the "credits" system was adopted. Students in Junior Matriculation, for example, were required to secure from 108 to 114 credits in constants and options and from 6 to 12 in "free electives". This made up a total of 120 credits required for graduation.

This 1930 Programme lists a four-year Commercial Course.(1) Students who obtained 90 credits in this course

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1. New Programme of Studies for the High and Technical Schools of British Columbia 1930, pp. 123-7

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were granted a Junior Business Diploma. Those who obtained 120 credits were granted a Senior Business Diploma with High School Graduation. Students who dropped out at the end of the first or second year were given a certificate showing what subjects they had taken and what credits they had obtained.

The Grade IX course was made up of 24 credits in constants and 6 credits in options. English, Social Studies, Health and Physical Education, Typewriting and Junior Business (or Elementary Bookkeeping and Penmanship, or Shorthand) were the constants. Variables from which the six credits in options were to be selected were Business Arithmetic, Junior Business (or Elementary Bookkeeping and Penmanship), Shorthand (if not taken as a constant), Art, Special English, Modern Language, Mathematics, Algebra.

The courses in Typewriting and Shorthand in Grade IX were intended to be definitely non-vocational. They were described as "educative" in that they were desirable for a well-rounded education. As well, they were exploratory or try-out courses. The Junior Business Course was to be taught with a similar aim as well as to give some training to students who must leave school and seek positions in business.

The real vocational study began in Grade X. The last three years made up a very comprehensive course,

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but it was made very elastic so that it could be adapted to the needs of various groups of students. This desirable aim was achieved by making the list of required constants very small. In each of the three years the students took English, Social Studies, and Health and Physical Education as constants, with the exception that in Grade XII Economic Geography was substituted for Social Studies. In Grades X and XI constants accounted for 11 credits in each year, leaving 19 available for variables. In Grade XII there were 10 credits of constants and 20 of variables.

The variables were divided into a number of groups. The groups, with the number of credits for each subjects, are listed here.

Group D: Mathematics I (6)  
Business Arithmetic (3)  
Advanced Business Arithmetic (2-3)  
Mathematics II, III (6 each)  
Mathematics IV (5)  
Business Statistics or Mathematics of Investment ( $2\frac{1}{2}$ )

Group E: French I, II, III, IV (4 credits each)  
Spanish I, II, III, IV (4 credits each)  
German I, II (5 credits each)  
Special English (2-3 credits)

Group F: Shorthand I, II (4 units each)  
Typewriting II (5)  
Secretarial Practice I (5)  
(Prerequisite, Typewriting II and Shorthand II)  
Secretarial Practice II (5)  
(Prerequisite, Secretarial Practice I)

Group G: Junior Business (5) (if not already taken)  
Elementary Bookkeeping (5) (if not already taken) and Penmanship  
Bookkeeping (5)  
Accountancy Practice I (5) (Prerequisite, Bookkeeping I)  
Accountancy Practice II (5)  
(Prerequisite, Accountancy Practice I)

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Cost Accounting (2½) (Prerequisite, Accounting Practice I)

Group H: Laboratory Course in Mechanical Appliances Used in the Office (5)

Group I: Radio Communication Courses. (Taught only in the High School of Commerce, Vancouver)

After listing the constants and variables for each grade, the Programme goes on to suggest a number of typical courses. One is for students who desire a three-year course after Grade IX in preparation for Stenographic and Secretarial work as well as for credit for University Matriculation. Another suggested arrangement emphasizing Book-keeping and Accounting might attract students looking forward to work as bookkeepers or as Chartered Accountants. A third course is suggested for students who have 60 or more credits in High School and want an intensive one-year course for vocational purposes.

This 1930 Programme is an excellent example of a modern course of study. It contains a few essential subjects which are required of every student. After that it is elastic enough to provide for the needs of a wide variety of students. In theory at least it was possible by this Programme to give each student an individualized program to suit his own need or inclinations. In many schools this was impossible, but in British Columbia approximately half the students in schools are found in Vancouver, so that with the fine school system of that city it is possible in the Commercial High Schools to work out the individual program plan. One

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criticism of the Programme of 1930 might be that some of the subjects were too advanced for high school students. For example, the course Business Statistics or Mathematics of Investment was introduced for students who wished to become accountants but did not intend to take a University course. However it appeared too advanced for students of high school age.

A new Programme was issued in 1933, but beyond making a few changes in terminology, the Commercial Course remained the same. Special English became known as Business English and the English, Social Studies, and Physical Education courses were numbered 3, 4, 5, and 6 in the High school.

#### The Programme of Studies, 1937

In 1937 the Department of Education prepared a new Programme of Studies, probably the most complete ever issued in Canada. The printed Programme comprises several volumes and gives an exhaustive summary of the philosophy of education in British Columbia, as well as an exposition of the psychology of each subject. Its sections on vocational guidance are good enough to warrant the Programme being placed on the reference book list for Vocational Guidance, a subject of the Alberta High School Programme.

Character is said to be the main aim of education.

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Curriculum consists of significant aspects of experience chosen to achieve goals implicit in the statement which appears above of the social and individual purposes of education. Outcomes desirable are knowledge, habits, skills, interests and appreciations, attitudes, ideals.(1)

Bulletin V of the 1937 Programme is entitled Commercial Studies. The actual changes from the 1930 Programme are not very numerous or important, but the new Bulletin is interesting and significant because it summarizes the aims of commercial work in general and those of each subject in particular. It is a complete handbook for commercial teachers.

The subjects of the curriculum may influence character in at least three ways:

1. By contributing directly to knowledge, attitudes, and ideals.
2. By arousing new interests which may become influential in later life.
3. By yielding as by-products, such qualities as thoroughness, persistence in the face of difficulty, and the satisfaction of mastery.(2)

The Programme takes note of the changing attitude towards many commercial subjects.

Commercial subjects, since their introduction into the secondary schools, have been more or less under the cloud that tends to hover over "practical" subjects. They have been designated practical and therefore "inferior" to the "cultural" subjects. This has been particularly true of typewriting. In the past a tendency has prevailed to regard it as a mere "mechanical" subject and one possessing no educational value beyond the specific uses to which the machine may be applied. There is, however, the contrary view which finds confirmation in the statement, credited to former President Eliot of Harvard University, that a study does not cease to be cultural because it is practical.(3)

The Bulletin goes on to state that Typewriting is rapidly becoming a general subject and a part of a general education.

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1. Programme of Studies for British Columbia Schools, 1937.  
Bulletin I, p. 11  
2. Ibid Bulletin V, p. 12  
3. Ibid Bulletin V, p. 11

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Typewriting is no longer classed as a special subject, but is rapidly taking its place as a general subject in the secondary school curriculum. Some authorities have even ventured to predict that it will eventually become a tool subject.---Because of the large number of students enrolled in non-vocational typewriting classes, it is necessary that aims be reconsidered and that non-vocational objectives form an essential part of the courses offered in this subject.(1)

With this aim in mind the 1937 Programme described Typewriting I as having an approach and objective primarily non-vocational, while Typewriting II is to be considered as being essentially vocational. In the former course, the standard is set not by the requirements of business, but with reference to the students' ability to accomplish.

The 1937 Programme for High Schools is not divided into a number of courses such as Matriculation, Normal Entrance, Commercial, Technical, and General. Instead, there is one course, culminating in High School Graduation, which requires 112 credits beyond Grade VIII. There is a central "core" of "constants" required of all students; English in each of four years, Social Studies in each of three years, and Health and Physical Education in each of four years. These subjects make a total of 47 credits, leaving 65 for "variables".

Students who graduate from Junior High Schools enter the Second Year of this course. Grade IX of the Junior High School Course is substantially the same as the First Year of the High school Course except that it is to be treated as being more definitely non-vocational and exploratory. The

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Junior High School Programme was reissued in both 1936 and 1937, but it has changed little from that described above, the Programme that was issued in 1927-8.

The commercial subjects are all variables in the High School Programme. The list of commercial subjects is as follows:

Shorthand I, II	5 credits each
Typewriting I, II	5 credits each
Secretarial Practice	
I, II,	10 credits each (ten periods)
Business Arithmetic	5 credits
Business English	5 credits
General Business and	
Law	5 credits
Office Appliances	5 credits
Junior Business and	
Introductory Bookkeeping -	5 credits
Bookkeeping I, II, III	5 credits each
Radio Communication	No credits

The course General Business Law is designed for any student in a secondary school, and not just for students who are specializing in commercial subjects. It has three sections:

- A. General Business
- B. Commercial Law
- C. Record-Keeping

Sections A and B are to be taken by students specializing in commercial subjects and sections A and C by students who are not taking commercial electives but who desire some training in the essentials of business methods and procedures.(1)

The Junior Business and Introductory Bookkeeping is a preliminary course for Grade IX and is taken either in the Junior or Senior High School. It is also designed to be of some practical use to those who must leave school and seek

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positions in the business world after finishing Grade IX.

A changing attitude to Bookkeeping is also apparent in the British Columbia Course. There are three years of Bookkeeping, but it is not likely that all or many students will take the full three years. It is stated that Bookkeeping is not intended for a limited group whose purpose is to be bookkeepers or accountants. A far wider application is intended, because, first, increased specialization in business organization has tended to widen the scope of bookkeeping and thus through occupational specialization, to reduce the work of a large proportion of bookkeepers to mere routine, whereas intelligent bookkeeping implies a far wider knowledge of the subject than would be required to record certain types of transactions. Secondly, it is stated that only a small proportion of the graduates of commercial departments actually use their training in vocational work.(1) It would seem, therefore, that Bookkeeping is becoming more non-vocational as a subject of study. However, John Kyle took occasion recently to contradict the idea that commercial courses in high schools are not as good for vocational purposes as those secured in business colleges. He says that it is entirely unnecessary for high school commercial students to finish their education in a business college.

A commercial course equal to any business college course can undoubtedly be given in high schools in accordance with the new Course of Study.(2)

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1. Programme of Studies 1937, Bulletin V, p. 76
  2. Annual Report, 1937-8, p. 42

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As we leave commercial education in British Columbia, it is apparent that it has been brought to a high state of efficiency and usefulness. Commercial courses are taught in Junior High Schools as exploratory courses. In High School they can be educational and vocational or non-vocational. In 1938 commercial subjects were taught in 30 centres with 6,708 students taking them. Commercial Courses are taught in night schools in the large centres. Under the Dominion-Provincial Youth Training Plan 142 women took commercial work in 1937-8. In the Provincial Classes for Unemployed, 64 students studied commercial work. By the Public School Act as amended to 1936, the Council of Public Instruction may make special grants to any school board or municipality which provides accommodation for commercial education. The grant is to pay an amount up to one half the total expended for the necessary equipment, the total grant not to exceed \$500.00.

With strong government support, an excellent course, well-equipped schools, and well-qualified instructors, the future of commercial education in British Columbia is very bright.

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TABLE III

NUMBER OF STUDENTS IN COMMERCIAL SUBJECTS IN BRITISH COLUMBIA

Year	Bookkeeping			Stenography		Typewriting		Economics	
	Public School	Graded School	High School	Jr. High	High	Jr. High	High		
1872	6								
1874	44								
1878	252								
1884	211		84						
1888	13		185						
1892	159		307						
1894	235		423						
1898	1313		408						
1900	843	1073	449						
1904	572	1811	735						
1908	1328	681	104						
1911			98		101		97		
1914			308		308		308		
1918			802		802		802		
1922			1101		1135		1136	71	71
1926			1532		1599		1604	44	587
	Jr. High Schools							Comm. Law	
1927	57		1879	63	1981	80	2031	702	
1930	726		2134	343	2318	1685	2370	934	57
1935	3,233 Students in High School Commercial Courses								
1936	4,420 Students in High School Commercial Courses								
1937	4,584 Students in High School Commercial Courses								
1938	6,708 Students in High School Commercial Courses								

# Statute Law

## Junior High School

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## CHAPTER VI

### COMMERCIAL EDUCATION IN THE PROVINCE OF MANITOBA

#### The Early Years 1815-1871

The history of education in Manitoba dates back to the pioneer colonizer, Lord Selkirk. Realizing the importance of education to any permanent settlement, Lord Selkirk started a plan for parish schools. The first such school was opened on January 16, 1815, although it lasted only three months. By 1827 the Roman Catholic Church had four schools. St. Boniface, a boys' school of that day, lasted on to become St. Boniface College in 1855, and finally to affiliate in 1877 with the University of Manitoba. As early as 1838 we find interest in vocational subjects such as agriculture and weaving. In the fifty years preceding 1870 there were Roman Catholic, Anglican, Presbyterian, and Methodist parish schools.

#### The Manitoba Act, 1871

In 1871, following the Riel Rebellion, the Province of Manitoba was established by the Manitoba Act. A Board of Education of two sections, Protestant and Roman Catholic, was provided for. Following the establishment of the province, the population increased rapidly. In 1871 there were about 25,000 people in the province. By 1911 this had increased to 461,394 and by 1936 to 711,216. By this time all the better land was settled, and the population increase

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had become comparatively slow. The growth of population is reflected in the increase in the number of school districts. From 52 in 1876 the number of districts had increased to 1551 in 1910, with 2774 teachers employed.

These early years of the new province are also notable for the founding of Manitoba College in 1871 and the University of Manitoba in 1877. During these years there was considerable friction over the question of Roman Catholic and Protestant Schools, a struggle which was going on in other parts of Canada as well as in Manitoba.

Early references to education give little information regarding the course. The Catholic and Protestant sections of the Board of Education apparently arranged separate courses. It may be assumed that Bookkeeping, which was then considered an essential subject, was taught in nearly all schools. The report of the Superintendent of Education for Protestant Schools which was issued in 1886 gives us a fairly good picture of education at that time. Bookkeeping is listed as a subject of examination for both First and Second Class Teachers' Certificates, but not for Third Class.(1) The First Class examination included questions on both single and double entry and on partnership bookkeeping. The Second Class paper had no questions on partnership. Beatty & Clare's Bookkeeping was prescribed for the use of candidates for the Second Class Certificate.(2)

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1. Annual Report of Superintendent of Education for  
Protestant Schools for Year Ending January 31, 1886  
2. Ibid p. 91

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The same report includes the Programme of Studies for the ordinary schools. The work was divided into five standards. Bookkeeping was listed for Standards II, III, IV, and V. The Programme recommends that five per cent of the weekly time be devoted to the subject and prescribed Gage's Standard Bookkeeping as a text.(1) In the same report an inspection of the Collegiate Departments of Winnipeg and Brandon is referred to. These centres had apparently established secondary schools, though the laws of that day did not make any provision for them. In Winnipeg an examination was required for entrance. The subjects for examination were Arithmetic, Algebra, Euclid(Book 1), Grammar, Composition, History, Geography, Bookkeeping, Spelling, and Writing.(2)

#### The Public School Act of 1890

In 1890 the Public School Act was passed. The Board of Education continued to exist, but instead of having Protestant and Roman Catholic sections, it was consolidated into one body on a non-religious basis. This 1890 Act also made provision for secondary education. However, as noted above, such schools were already established. In 1890 there were three collegiates and twelve intermediate secondary schools. By 1900 the number of intermediate

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1. Annual Report of Supt. of Education, 1886, p. 28

2. Report of Principal of Winnipeg Collegiate Dept. p. 64

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secondary schools had increased to 36.

The secondary schools of Manitoba grew up as an extension of the free public school and not as an institution set apart in the beginning to maintain in some measure the idea of social status,(1)

### The First Commercial Course

By 1899 we can pick up definite complaints that the secondary education was too narrow, leading only to teaching or to the University. These complaints led to the first commercial course.(2)

The charge referred to led to the Advisory Board encouraging, as an experiment, the Winnipeg Collegiate Institute to establish a Commercial Course. It was believed that, for such a great business centre as Winnipeg is destined to become, it would be well to give in the last two years a course specially adapted to computation, bookkeeping, and shorthand, along with English grammar and literature. This seemed a thoroughly practical course. It was introduced by the Collegiate authorities and has been watched with much interest by your Commissioners. It was thought, when commercial colleges demand large fees, that if the same facilities were given to the people free the course would be very popular. While this course has not been a failure, and the statistics of the second half of 1899 show fifty nine taking it as against thirty nine in the first half of that year, yet there has not been the enthusiasm in connection with the course that was expected. Perhaps the arrangements of the classroom do not tend to develop the 'business idea' which should take possession of each pupil in the course. Possibly the arrangements and methods followed in business colleges might give to this department a stronger hold on those who are disposed to take it.(3)

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1. Education in Manitoba. A Report by D. S. Woods, Ph.D. February 16, 1938. Project No. 2 of the Economic Survey, p.23
  2. Annual Report, December 31, 1899, p.17
  3. Report of the Commissioners of the Department of Education on the Collegiate Schools in Manitoba for the Year 1899, p.18

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This report, none too optimistic in tone, shows us how the first commercial course in Manitoba was launched and the reception it was given. However, the statistics of the next few years show that the course increased in popularity. In 1900 there were 98 in Junior Commercial and 24 in Senior Commercial in the Winnipeg school.(1) A Commercial Diploma was granted to students who completed the two-year course. Examinations for the Commercial Diploma in July, 1901, were held in Composition, Arithmetic, Commercial Law, Bookkeeping, and Pitman's Shorthand.(2) This is the only indication of the requirements of the course. Apparently the Board of Education did not issue a Course of Studies for the commercial course. This same Annual Report of 1901 quotes the examinations for entrance to Collegiate Departments. No examination was given in Bookkeeping. The Course of Studies as revised to July, 1902, included in the same Annual Report, did not show Bookkeeping as included in the public school grades. Teachers were still examined in Bookkeeping.

The next interesting reference to the commercial course is found in the Annual Report of 1906.

Your Commissioners were well pleased with the progress made by the commercial department in connection with the Winnipeg Collegiate Institute. This Department has grown in a few years from a couple of score boys and girls, who found the regular courses of study rather irksome, to one hundred and twenty-two bright boys and girls, who seem disposed to get out of the present course a training that would afterwards enable them to take an intelligent place in the business world. Your Commissioners would suggest to the school boards of Brandon and Portage La Prairie the desirability of taking the matter of establishing Commercial Courses into consideration.(3)

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1. Annual Report for the Year ending December 31, 1900, p.466  
2. Annual Report for the Year ending December 31, 1901, p.120  
3. Report of the Commissioners, Dept. of Education 1906, p.15

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There is no indication in the Annual Reports that the Brandon and Portage La Prairie authorities acted on this suggestion.

In 1912 Mr. Sidney Lang, M.A. was appointed Inspector of Secondary Schools. By that time there were seven Collegiates and sixteen High Schools. The reports of Inspector Lang contain many references to commercial work. His first report appears in the Annual Report of 1913.

The whole number of students is 2921, or about twenty per teacher. About 28% are in the University Course, 34% are in the teachers' courses, 11% in commercial and 5% in technical work.(1)

Apparently the commercial work, taken by about 300 students, was confined to Winnipeg, where two large composite high schools had been constructed in 1911. By 1913 we can also find brief references to night school in Winnipeg, at which most of the commercial subjects were offered, including Typewriting. There is no indication in the reports as to when Typewriting was introduced into the Commercial Course, but it would probably become an important subject with the increased use of the typewriter in the first ten years of the century.

By 1915 there were five separate courses in the Secondary Schools: Teacher's Course, Combined Course, Arts Matriculation, Engineering Matriculation, and Commercial Course. The Commercial Course was still a two-year course, as it was when it was first organized. The number of courses had grown, however.

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1. Report of Mr. Sidney E. Lang, Inspector Annual Report for the year ending June 30, 1913, p. 51

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First Year Course, as given in 1915, included English Literature, Practical English Grammar and Composition, History, Geography, Spelling, Writing, Arithmetic, Bookkeeping and Commercial Transactions, Shorthand, Typewriting, Algebra, French and German. The Second Year had English Literature, English Composition, Commercial Law and all the other subjects given above for First Year. The English Literature Courses of First and Second Years were the same as those for Grades IX and X respectively. French and German were both optional. When they were taught, the conversational method was to be used.(1)

The Commercial Diploma was granted to students who completed the Second Year and passed examinations in History, Geography, Spelling, Writing, Arithmetic, Bookkeeping, Commercial Law, Shorthand, Typewriting and Commercial Correspondence.(2)

### The Junior High School in Winnipeg

In the Annual Report of 1918-19 there are rumors of a Junior High School to be established in Winnipeg, with a new type of course to include training to prepare for occupations of the home, of commerce, and of industry.(3) Such a school was established in 1919. It included the grades from seven to nine. No course of studies was provided by the Department at that time. The changes in curriculum consisted in broadening the ordinary course of the grades.

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1. Course of Studies for Manitoba 1915, pp. 54-5

2. Ibid, p. 37

3. Annual Report 1918-19, p. 109

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The curriculum of the grades was enlarged to include elementary science for which suitable laboratory facilities were provided; typewriting and stenography for those aiming at preparation for clerical and commercial occupations.(1)

These commercial courses were intended to serve a pre-vocational purpose and also to act to some extent as exploratory courses. This Junior High School experiment proved very successful and was rapidly extended. In the 1920-21 Annual Report, Superintendent McIntyre reports it as having 1097 pupils.(2) By 1924 the city was definitely organized on a 6-3-3 basis. Brandon established a Junior High school system in 1928, but elsewhere in Manitoba, the 8-4 system still seems to prevail. Junior High Schools have not been established on a province-wide basis.

In his report of 1924-5 Superintendent McIntyre says that a commercial course preparing students for stenography or junior office work was given in all the city high schools.(3) Winnipeg has never established separate commercial high schools, but has favored the composite high school plan.

By 1927-8 financial stringency, which has fallen very heavily upon education in Manitoba, had forced all schools outside of Winnipeg to drop domestic science and manual training. Under these conditions there has been little chance of commercial departments being established. Brandon's Junior High schools did not provide for commercial courses. In 1929-30 Brandon also opened a Technical School, but its course was limited to automotive engineering.

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1. Report of D. McIntyre, Supt. of Winnipeg Schools Annual Report 1919-20, p. 106
  2. Ibid, p. 121
  3. Ibid 1924-5, p.70

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## The Revision of the Course of Studies

In 1929-30 the Department of Education began to work out a new programme of studies for the entire school system. In the Annual Report of 1929-30 the Deputy Minister referred to it as the first real revision undertaken since the Programme of Studies was first outlined in 1890.

An important feature is the High School Leaving Course which permits the pupil to select a goodly portion of his work in Grades X and XI from a varied list of elective subjects where formerly his only option lay between Normal Entrance and Matriculation.(1)

This new Course of Studies came into effect in the year 1930 and has been subject only to minor modifications since that time. The following summary of it is taken from the Course of Studies published in 1932.

The course is organized for eight years of public school and four years of high school. The Junior High Schools presumably followed the Grade IX course as outlined for the high schools. At the Grade IX level there were four different courses; Normal Entrance, Matriculation, High School Leaving, and Commercial. Many subjects were common to the four courses. For each of the four courses a number of subjects were required, and then the students could choose a number of subjects from a list of electives for each grade. The electives were common to all four courses.

The Commercial Course was a three year course starting with Grade IX and continuing to the end of Grade XI.

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Grade IX

English (8)  
History (5)  
Mathematics (5)  
General Science (4)  
Art or Music (2)  
Physical Education (3)  
Commercial Arithmetic (2)  
Electives (4)

Grade X

English (7)  
History (4)  
Shorthand (4)  
Typewriting (5)  
Ph. Education (2)  
Arithmetic (2)  
Electives (10)

Grade XI

English (including (7)  
Business Correspondence)  
History (4)  
Shorthand (4)  
Typewriting (5)  
Ph. Education (3)  
Business Arithmetic (3)  
Electives (10)

In the long list of electives for Grade IX are Shorthand (4) and Bookkeeping (2); in the Grade X list are Shorthand and Typewriting (5), and Bookkeeping (2). In the Grade XI list are Bookkeeping and Business Law. The numbers in parentheses after each subject indicate the number of periods per week to be devoted to the subject. Most of the electives could be chosen in any one of the courses, but in the Grade X Commercial Course they were to be chose from Biology, Physics, Chemistry, Music, Commercial Art, Bookkeeping and Business Practice, Home Economics, or Industrial Arts.

It is apparent from the above lists that the commercial electives could be taken by students in the other three courses other than the Commercial Course if the schools were equipped to give them. It is also noticeable that Bookkeeping is not compulsory in any grade, but could be taken as an elective in any one of the three grades by students in the Commercial Course as well as by those in any of the other courses.

This Commercial Course, like that in other provinces, contains a core of English, History, and physical Education

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in each grade. Such subjects as Commercial Law and Business Practice were not made compulsory as they often are on modern commercial curricula. Shorthand was made compulsory in each of the last two years, whereas the modern tendency is to make it optional with Bookkeeping, on the theory that students who intend to be bookkeepers do not need Shorthand and those who intend to be stenographers do not need Bookkeeping.

In 1933 the organization of the high school system was changed. The four separate courses were merged into one. The commercial subjects became options which could be credited towards a High School Leaving Certificate. The grade system was changed to the unit system. A unit was a year's work in any one subject. Twenty units were required for the High School Leaving Certificate. It was expected to require approximately three years to complete. Seven of the twenty units were optional.

The commercial subjects themselves changed very little except in the method of designation. Roman numerals after the subject name were used to indicate the year in which a subject should normally be taken. Shorthand I and II, Typewriting II and III, Business Correspondence III, Business Law III, Commercial Geography II and III were each credited as one unit. Bookkeeping I and II were each half a unit. Commercial Geography replaced Commercial Arithmetic and Business Arithmetic. It must be remembered that all these



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commercial subjects were options. The regulations did provide, however, that if a student chose a commercial subject, it must be followed throughout the student's course for two or three years, according to whether there were three or two years of it.(1)

The Courses of Studies issued by the Manitoba Department of Education from 1933 to 1937 made no change in the organization or curriculum of the High Schools. In the statements of the Inspectors of Schools in the Annual Report of 1937-8 there are references to the need of vitalizing the curriculum and of increasing the number of exploratory courses. They also referred to the need of a system whereby rural students would get at least some of the advantages of such exploratory courses. The inspectors apparently expected a thorough revision of the courses of study in line with their suggestions. However, no such revision had been made when the Annual Report of 1938-39 was issued.

From this outline it is apparent that commercial education in Manitoba has not developed to any great degree. Commercial subjects are hardly taught at all outside the city of Winnipeg. West Kildonan, St. Boniface, Neepawa, Steinbach, and Glenlawn S.D.(St. Vital), have commercial departments, but their number of students is small and there is no development of commercial education on a scale comparable to that in other provinces.

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CHAPTER VII  
COMMERCIAL EDUCATION IN ALBERTA  
Education in 1905

When Alberta and Saskatchewan were formed from the North West Territories in 1905, they inherited an established educational system based largely upon the school system of Ontario. When the first government was formed, a Department of Education was set up with Mr. A. C. Rutherford, the first Premier of the province, as Minister of Education.

In the first few years the system already established was not changed. There were eight "Standards" in the first Alberta schools. Standards I to V were elementary grades, and Standards VI to VIII were really high school grades, although these designations were not used. There were very few students beyond Standard V in those early days. The standards from V to VIII were subjected to an annual examination set by the Department. The First Annual Report submitted by A. C. Rutherford lists the subjects of examination and gives a short description of the requirements in each subject. The examinations are printed in the Report. Bookkeeping was listed as a subject of examination in Standard V, although no examination in the subject is included in those printed.(1) In Standard VI Bookkeeping was listed as a subject of study and examination.

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1. First Annual Report 1906, p. 95

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NO UNCLASSIFIED



A knowledge of business forms, usages and correspondence; bookkeeping by single and double entry..(1)

In 1905 there were only 381 students in Standard VI, this being 1.57% of the total enrolment.(2) The examination set in June, 1906 for Bookkeeping in Standard VI was a two hour paper with questions on journalizing, posting to a ledger, note, draft, deposit of money, and withdrawal of money from a bank.(3) Bookkeeping in both Standard V and VI was classed as an optional subject, which meant that it was required only of students who were preparing to take the examination.

The most interesting feature of Alberta's early years is the rapid growth of population due to a wave of settlement when the fertile prairie lands were thrown open for homesteads. Some idea of the pace of settlement can be gained from the figures of the Department of Education. In 1905 there were 729 teachers in the province; by 1908 the number had increased to 1,468, almost doubling in three years. In 1910 there were 251 new school districts established; in 1911 there were 283. The school population was increasing at the rate of about 9000 per year. Such an expansion naturally placed great responsibility upon the Department of Education.

### The Beginnings of Commercial Education

The first definitely commercial teaching in Alberta was done in the first high school in Calgary in 1907-8.

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1. First Annual Report 1906, p. 101
  2. First Annual Report 1906, p. 20
  3. First Annual Report 1906, p. 147

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A splendid new high school building with modern equipment was completed during the year, and a new interest has been given to high school work. The enrolment is now about 135, practically double what it was two years ago. A commercial department was established last term and placed in charge of a competent and experienced master. The course has proved a popular one and has attracted a very considerable number of students. The high school staff now consists of five teachers, each a specialist in his or her department.(1)

In Edmonton two commercial departments were opened in September, 1912. One of these was in Strathcona High School and was taught by Mr. L. W. Taylor, who was succeeded in 1913 by Mr. J. W. Barnett, now General Secretary-Treasurer of the Alberta Teachers' Association. The second commercial department was in Victoria High School, and was taught by Mr. J. Percy Page, who is now Principal of McDougall Commercial High School in Edmonton. The Annual Reports make no mention of the subjects taught or the number of students in these departments. These early commercial rooms usually had fewer than twenty students each year. There was no prescribed course. The teachers in charge based their courses on commercial education in Ontario, as these pioneer commercial teachers in Alberta were usually Ontario men brought to Alberta for these particular positions. The course they arranged for these commercial departments in the high schools was substantially the course which was prescribed in 1914.

In the Annual Report of 1911 the designation of years was changed. Standards VI and VII became Grades IX and X.

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1. Annual Report 1908, C. H. Russell, Inspector of Schools, p. 49.

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Bookkeeping was an obligatory subject of Grade IX and a subject of examination.(1) By 1912 the change to Grades I to VIII in the public schools and from Grades IX to XII in the high schools was complete. A Course of Studies was printed in the 1912 Annual Report. Bookkeeping was not listed as a subject in either Grade VIII or Grade IX, nor was it included among the list of subjects for examination. Apparently Bookkeeping was being dropped from the list of required subjects in ordinary schools, much as it was being dropped in other provinces.

The Annual Report of 1913 mentions evening schools for the first time. J. A. Fife, Inspector of Schools, Edmonton, says that a class of twenty-five took Stenography and Typewriting in night classes in Edmonton Schools.(2)

#### The Commercial Course of 1914

The first prescribed commercial course in Alberta was published in the Annual Report of 1914 under the heading, "Regulations Governing the Course of Studies and Examinations for Commercial Diplomas".(3) To be admitted to this two-year course students were required to have passed the Public School Leaving Examination. Students who completed the two-year course and passed the Second Year Examination were granted a Commercial Diploma. The subjects for each year of the course were divided into three groups.

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1. Annual Report 1911, pp. 111-12
  2. Annual Report 1913, p. 72
  3. Annual Report 1914, Appendix D, pp. 189-191



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First Year

General

- English Literature - Course prescribed for Grade IX  
English Composition - Course prescribed for Grade IX with special attention to business correspondence.  
Canadian History and Civics - Course prescribed for grade X (British and Canadian History and Canadian Civics)  
English Grammar - Course prescribed for Grade IX with special attention to sentence structure and punctuation.  
Spelling - Arithmetic - Course prescribed for Grade IX with particular attention to the commercial type of problem.  
Penmanship - Sprott's Metronomic Course.

Special

- Bookkeeping - Rational Bookkeeping, Part I  
Business Forms - Notes, Drafts, Cheques, Invoices, etc.  
Stenography Theory  
Typewriting - Course in Smith's System of Touch Typewriting  
Rapid Calculation

Optional

Algebra  
French

Second Year

General

- English Literature - Course prescribed for Grade X  
English Composition - Course prescribed for Grade X with special attention to business correspondence and study of current events.  
Geography - Course of First Year (Political, commercial and mathematical geography with astronomy)  
Spelling - First Year Course reviewed and extended.  
Arithmetic - Course prescribed for Grade X with special study of commercial and accounting problems.  
Rapid Calculation  
Penmanship

Special

- Bookkeeping and Accounting - A thorough study of the Theory and Practice of Accounting including Partnership, Manufacturing, Contracting, Joint Stock Company, Accounts, Branch Establishments, Self-Balancing Ledgers, Assets and Liabilities, Financial Statements, and making out, entering, and filing necessary business forms of each set according to modern office procedure.

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Commercial Law - Contracts, Statute of Frauds, Guaranty and Suretyships, Negotiable Paper, Notes, Acceptances, Cheques, Endorsements, Banks and Banking, Due Bills, Orders, Receipts, Statute of Limitation, Mortgage, Principal Agent, Partnership, Joint Stock Companies, Mechanics Lien Act. Text Commercial Law (Anger)

Commercial

Correspondence-Business Letter-Writing (Warner)

Stenography

Practice - Taking letters and documents from dictation. Speed of 80-100 words per minute. Transcription on typewriter at 15 words per minute.

Typewriting

- Touch system of typewriting of letters and documents; manifolding and tabular work. Speed of 30-40 words per minute.

Optional

Algebra

French

In the First Year the students could be recommended by their principals for English Literature, English Composition, English Grammar, Spelling, and Penmanship. They wrote examinations on all the other subjects. In the Second Year examinations were set by the Department in all subjects. Students who took Algebra or French in addition to the required subjects wrote-on the examinations set in these subjects for Grade X.

No figures are given as to the number taking this new course in its first year, but in 1915 there were 73 candidates for the First Year Examination, of whom 55 passed; and 33 candidated for the Second Year Examination, of whom 21 passed.(1) These statistics indicate that the number taking the new Commercial Course was quite small. The number did not materially increase until after 1920.

This 1914 Course was an attempt to provide a fairly

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thorough vocational training while also trying to retain the majority of the academic subjects of Grades IX and X. The curriculum was somewhat overcrowded, the Second Year having eleven required subjects. The commercial subjects were carried to a standard considered high enough at that time. Office Practice was not included in the course in either year, but it was added a few years later, in 1918.

In 1918 the Annual Report mentions for the first time two special Short Courses, one in Shorthand and one in Book-keeping. These courses were first taught in 1917-18. Students were required to have completed thirteen units of the high school course before entering these courses. The Shorthand Course involved double periods of Shorthand and Typewriting and single periods of Bookkeeping. Penmanship, Spelling, Rapid Calculation, and Business English were also included. The Special Bookkeeping differed in that it had double periods of Typewriting and Bookkeeping and no Shorthand. It also included Commercial Law. These courses were intended to be strictly vocational courses for prospective stenographers and bookkeepers.

Meanwhile, the Department of Education was taking steps to encourage commercial and other special subjects by providing extra grants.

Although the academic subjects hold the premier position in our school curricula, both elementary and secondary Music, Art, Commercial Work, Manual Training and Household Science are given recognition on our courses

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of study, and generous grants are provided to school boards. The grant to the larger cities where these subjects are being taught is 20% of the teacher's salary and ten per cent. of the value of equipment, while in the smaller centres more liberal grants are offered, with a view to encouraging school boards to secure specialists to teach these subjects, and to assist in providing equipment.(1)

In this same year the first Junior High School was organized in Edmonton in Westmount School. This was likely done more as a matter of convenience in arranging class accommodation than as a move to organize real Junior High Schools. Grades VII, VIII and IX were grouped together. The only curriculum change was that Grades VII and VIII started the study of French. This organization was extended to H. A. Gray School in Edmonton in 1919. These two schools were in a sense the forerunners of the present 6-3-3 system.

In 1920 both of the High School Inspectors of that day dealt with commercial education in their reports.

Commercial education has made a substantial development and improvement since its adoption into the high schools. Better accommodations have been provided, more adequate equipment and apparatus furnished, teachers better trained and better paid have been employed. In this advance, however, commercial education has progressed only with the general improvement of the school system, but I fear has not kept pace with the development and growth of business. Our Commercial Course, as at present organized, confines itself entirely to clerical training and consequently attracts very few of the boy students. We are therefore justly criticized for seeing the field of commercial education too narrowly, and for failing to recognize the newer demands which a rapidly expanding business world is forced to make. A broader and more cultural business course should be organized to cover three or four years of work, a course which will appeal to a boy student, a course which will give him the necessary educational background to meet successfully the many complexities of modern commerce.(2)

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1. Annual Report 1919 Report of Deputy Minister, p.10  
2. Annual Report 1920 J. A. Smith, Sr. Inspector of High Schools  
p. 21

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This thoughtful analysis of the state of commercial education and its needs was timely and important. There seemed to be a general opinion abroad that a practical course for business purposes was to be found only in the business colleges and should follow a general education in the academic high schools. Inspector Smith's suggestion that the course should be broadened to fit the needs of modern business conditions was very significant. The Department was soon to begin a revision of school curricula, and the needs of the commercial course were considered, although its actual revision was delayed for some time, following the revision of the courses of the elementary and high schools.

The Junior Inspector of High Schools, Mr. G. A. McKee, in the same year drew attention to other aspects of the school problem.

From my observation I have come to the conclusion that the High School situation needs thoughtful consideration. In Calgary in addition to St. Mary's Separate High school, there are three High Schools doing academic work and their accommodation is taxed to the limit. The Commercial High School is located in a downtown block and there arises the question as to the wisdom of divorcing commercial education from the High School System. In Edmonton School District No. 7, the problem confronting the trustees has become quite complicated. Three Senior High Schools exist, two of them in close proximity. In addition there has grown up a system of so-called Junior High Schools.----Commercial education is an integral part of the High School system, but on the north side of the river it is associated with a Senior High School, while on the south side it is a part of a Junior High School. In both Calgary and Edmonton there is urgent need of a careful survey of the whole situation and of some definite policy of development. (1)



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The tendency to divorce commercial education from the rest of the high school, referred to by Mr. McKee, became more marked in the following years. Special schools called Commercial High Schools were set up in Edmonton to correspond to the Calgary Commercial High School. This separation seemed to foster the idea that these schools were an inferior type of school to the academic high school, a judgment that was quite unjust. However, for a time there seemed to be a stigma attached to technical and commercial schools. This is a tendency which has now largely disappeared.

By 1921 both Medicine Hat and Lethbridge had established commercial departments, that in Medicine Hat being reopened after a lapse.(1) In November of that year it was reported that there were 186 commercial students in Edmonton schools, this being 1.54% of the total enrolment, as compared to 206 commercial students or 1.88% in October, 1920.(2) It was also reported that in the same year Shorthand, Bookkeeping, and Typewriting were taught in night schools in Calgary, Edmonton, and Lethbridge, with 124 taking Shorthand, 73 Bookkeeping, and 118 Typewriting.(3) Calgary was reported to have 309 in commercial subjects in day classes, Edmonton 212, and Lethbridge 39, a total of 560 commercial students.(4)

For several years commercial schools went on with little change. There was a slow but gradual increase in numbers. In 1930 there were 255 candidates for commercial

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1. Annual Report 1921, p. 79

2. Annual Report 1921, p. 80

3. Ibid, p. 117

4. Ibid, p. 118

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examinations as compared to 473 in 1925. However, many students in the commercial schools did not present themselves for examination. In 1925 Dr. W. G. Carpenter, who by that time had been appointed Director of Technical Education in Alberta, reported that there were two commercial high schools in Edmonton, one in Calgary, and one in Lethbridge. At that time commercial subjects were taught only at night school in Medicine Hat. He also reported that a Commercial Department had been opened by the Edmonton Roman Catholic Separate School Board and had an attendance of over forty.(1)

#### The Commercial Course of 1926

In 1926 the Department of Education issued a Bulletin entitled "Regulations of the Department of Education Relating to the Programme of Studies and Annual Examinations for Commercial Schools". These regulations went into effect in the year 1926-7.

As early as 1922 a Curriculum Committee under the chairmanship of G. F. McNally, then Supervisor of Schools, began a revision of the High School Course. A new elementary course had been put into use in the fall of 1922. The Committee planned a High School Course to be based upon the general aim of more flexibility and fewer subjects. Most important change in organization was the change from a grade system to a unit system. The course was divided into 21 units or subjects, with promotion based upon units rather than upon

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grades. Students were required to repeat only the units upon which they failed rather than to repeat a whole grade. The twenty-one units were arranged for three years, but they could be taken more slowly. A Fourth Year or Grade XII was provided, which gave the student entrance to First Class in Normal or Second Year in University. The new Grade IX course and the new Grade XII or Fourth Year were put into effect in September, 1923, the Grade X in 1924, and the Grade XI in 1925. Although Mr. McNally reported in 1922 that a new commercial course was in the process of preparation, it was not introduced until September, 1926.(1)

The Commercial Course was changed to a three-year course, as recommended by J. A. Smith in 1920, and the unit system was adopted to bring the commercial course into line with the academic program. In addition to the regular three-year course the special one-year courses in Shorthand and Bookkeeping were continued. Grade VIII standing was required to begin the commercial course. For entrance to the Bookkeeping Course it was recommended that a student should have completed the Second Year of High School unless he had previous training in commercial subjects. A special regulation for the year 1926-7 stated that up to that time Literature had not been required in either of the special courses. During 1926-7 the Shorthand Course was to be the Second Year without Literature and the Bookkeeping Course was to be the Third Year without Literature. After 1926-7 these short courses were to be the entire Second and Third Years respectively.(2)

1. Annual Report 1926 G. F. McNally, Supervisor of Schools, pp.24-30
2. Regulations of the Dept. of Education Relating to the Programme of Studies and Annual Examination for Commercial

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Commercial Curricula for Alberta High Schools, 1926 (1)

First Year	Second Year	Third Year
<u>Spelling and</u> Penmanship 1	<u>Spelling and</u> Word Study 2	<u>Business English and</u> Office Practice 3
Business English 1	Penmanship and	Literature 3
Literature 1	Rapid Cal. 2	Arithmetic and Rapid
Arithmetic and Rapid	Business English and	Cal. 2
Calculation 1	Office Practice 2	Commercial Geog. 1
Bookkeeping 1	Literature 2	Commercial Law 1
Stenography 1	Stenography 2	Bookkeeping 3
Typewriting 1	Typewriting 2	(Physical Education)
(Physical Education)	(Physical Education)	One of:
	One of:	History 3,
	History 3	Secretarial Training 1
	Bookkeeping 2	

The Literature courses of the commercial programme corresponded to Literature 1, 2, and 3 respectively of the academic high school program. Full details of each subject were given in the published regulations. Stenography 1 consisted of the theory of Shorthand; Stenography 2 required 80 to 100 words per minute. Typewriting 1 was to carry type-writing to 15 words per minute, while Typewriting 2 carried this on and introduced mechanism, legal forms, statements, etc., as well as requiring a speed of at least 30 words per minute. For Bookkeeping, Canadian Modern Accountancy was the text, Part I being used in Bookkeeping 1 and 2, and Part II in Bookkeeping and Accountancy 3. The Programme stated that Bookkeeping and Accountancy 3 was intended mainly for those who expected to follow accountancy as a profession. Secretarial Training 1 was to give a systematic and thoroughly correlated training course in advanced dictation, stenographic practice, and secretarial procedure.

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This 1926 Course of Studies brought the commercial course into line with the other courses by setting up twenty-one units to be taken normally in three years. The course had a strong vocational bent, with Literature the only subject required which was not definitely vocational. History 3 corresponded to History 3 of the academic course, but it could be avoided in favor of Bookkeeping in Second Year and Secretarial Training in Third Year. Students could take the entire course without getting any History beyond the Grade VIII level. Students taking Second Year as the special Shorthand could avoid Bookkeeping by taking History 3, thus making this a specialized course for prospective stenographers. Likewise, in the Third Year, students could avoid Stenography and Typewriting and concentrate on a course for bookkeepers. This made all the courses vocational in nature and outlook, thus limiting them seriously from the cultural point of view. The statistics for the year 1927 show the number of candidates and passes by units rather than by years. In 1927 there were no candidates for Literature 3 although eight candidates are listed for Third Year. This would indicate that these eight students, taking advantage of the special ruling for 1926-7, were all taking the Third Year as a special course in Bookkeeping.(1)

The number of Third Year students continued to be very small; five in 1928, 12 in 1929, and 47 in 1930. This means

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1. Annual Report 1927, p.16



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that the great majority of the students took two years of the Commercial Course and then went into positions, or, if they took Third Year, they did not appear for the Examination. These students were certain to be poorly prepared for business as they were lacking in general education and had only the fundamentals of commercial training. Even with special one-year courses, the Commercial High Schools were not as popular as the business colleges. In 1930, when 661 students wrote Commercial Examinations, five private business colleges reported 1,392 day and 912 night students.(1) This suggests that in Alberta in 1930 the great majority of the students were interested in commercial education for strictly vocational purposes, and that the business colleges were considered superior to the commercial high schools. It must be remembered, however, that business colleges usually have no set standard for entrance. As well, the commercial high schools had no one-year course to parallel the usual ten-month Secretarial Course which is offered by the business colleges. This course includes Bookkeeping, Typewriting, Shorthand, and a number of other subjects. The business colleges also give special six-month courses in Bookkeeping and Stenography which would be similar to the one-year courses of the High Schools. The average business college graduate was probably no better prepared for business life than the student who completed two years of the commercial high school course. However, even for a student who had completed high school the short cut to a job was through the private business colleges.

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1. Annual Report 1930, pp. 20 and 115

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## Revision of the Commercial Course, 1931

In the year 1931 the Commercial Course was changed from a three-year course to a four-year course. The Director of Technical Education, Dr. W. G. Carpenter, in his report for 1931, says that the main purpose of the change was to turn away from a commercial course with a vocational aim only. He points out that under the former course, Grade VIII being required for entrance, a student might be out with a diploma at sixteen or seventeen years of age to seek employment. This student was at a great disadvantage due to his lack of general education.

He found among his competitors many who were graduates of high schools and who later had specialized in some business college. These people, with their high qualifications, particularly in English, were securing the jobs at the expense of the ordinary commercial school graduates. The sentiment of the employer has become decidedly favorable toward the older person with a superior education, to the great discouragement of the younger people with ordinary commercial school diplomas.(1)

Dr. Caprenter believed that a four-year course which provided a higher education in general subjects, as well as a thorough vocational training, was justified, even if more graduates were turned out than could be absorbed by employers.

It is often argued that it is unwise to train more persons than the employing constituency can absorb. The training in a good commercial school, however, may have all the disciplinary and cultural values that an ordinary academic school offers, while at the same time the content of the programme includes values of a utilitarian type. Even if one did not secure a job as a stenographer or typist or bookkeeper, the content of the subjects studied is more or less useful in any vocation and remains so for life. It seems that now a



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fully organized four-year course is available, school boards should give further consideration to the problems of increasing the accommodation in their commercial schools. Since the organization of a commercial school is really less costly than the organization of an academic or a technical high school, there should be considerable expansion in this type of training. School boards in small centres might well consider offering commercial courses.(1)

That small centres were beginning to offer commercial courses as he suggests is indicated by the opening of commercial classes in Edson and Vegreville in the fall of 1931.(2)

This new four-year course went into use in September, 1931. In it the courses in English Literature, History, General Science, Art, Geography, Household Economics, and Manual Arts were the same as those in the regular academic high schools. The same examinations were written.

In addition to this regular course the special one-year courses were continued. To be eligible for admission to the regular course, a student must have completed Grade VIII, while for either of the special courses he must have completed successfully the second year in either the academic or commercial departments of a secondary school, with a minimum credit of thirteen units. With these qualifications a student could be admitted to the Second Year for a one-year in Stenography or to the Third Year for a special one-year course in Bookkeeping.(3)

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1. Annual Report 1931, p. 94

2. Ibid, p. 95

3. Regulations of the Department of Education Relating to the Programme of Studies and Annual Examinations for Commercial Schools 1932, pp. 2-3

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TABLE IV

## COMMERCIAL CURRICULA OF ALBERTA HIGH SCHOOLS 1932

<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>	<u>Fourth Year</u>
Literature 1	Literature 2	Literature 3	Literature 4
Business English 1	Business English and Office Pr. 2	Business English and Office Pr. 3	Advertising and Salesmanship 1
Spelling and Penmanship 1	Spelling and Penmanship 2	Sec. Training 1	Mathematics 3
Stenography 1	Stenography 2	Bookkeeping 2	Bookkeeping 3
Typewriting 1	Typewriting 2	Commercial Law	History 3
Mathematics 1	Bookkeeping 1	Geography 1	Practical Office Training 1
Physical Education	Physical Education	Mathematics 2	Physical Education
<u>One of:</u>	<u>One of:</u>	<u>One of:</u>	<u>One of:</u>
History 1	Commercial History 2	Commercial French 3	Commercial French 3
General Science 1	Household Economics 2	Physiology and Hygiene	Physiology and Hygiene
Manual Arts 1	Manual Arts 2	Art 1	Art 1
Commercial French 1	Commercial French 2	Any unit of Third or Fourth Year Academic Program not taken previously	Any unit of Third or Fourth Year Academic Program not taken previously
Household Economics 1			

Regulations of the Department of Education Relating to the Programme of Studies and Annual Examinations For Commercial High Schools. 1932 P.4

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Promotion in the commercial courses was to be by unit, and a pass mark of 50% was required in each unit. In 1931 the Department of Education discontinued departmental examinations in all first year subjects, the principals of schools being allowed to recommend for credits in Literature 1, Business English 1, Spelling and Penmanship 1, Mathematics 1, Stenography 1, Typewriting 1, History 1, General Science 1, Commercial French 1, Manual Arts 1, and Household Economics 1. Departmental examinations were conducted in all other units.(1)

Dr. Carpenter was satisfied that the new course represented a great advance over the earlier course, providing a sound general education as well as a good vocational training.

In addition to these general subjects, the regular commercial studies are extended over four years, which should result in a product as well trained as one from the academic school, immediately prepared to take an office appointment. Should he be unsuccessful in this, the student has a knowledge and an experience valuable in any walk in life.(2)

.This course certainly broadened commercial education and gave its students a cultural background nearly equivalent, at least, to that of the regular high schools. The graduates of a commercial high school were placed on an equality with high school graduates who completed their preparation for a business position by taking a year in a business college. At the same time they had an advantage over many business college graduates who were not high school graduates. Business colleges rarely have any fixed entrance standard,

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1. Regulations for Commercial Schools 1932, p.2  
2. Annual Report 1931. p. 95



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and some students attempt to take their intensely vocational courses after having completed only Grade VIII. Many students who had graduated from high school enrolled for either of the special one-year courses in the Commercial High School. In the commercial rooms in the country towns, such as those in Vegreville and Edson, it was, and still is, usual to offer only a one-year course.

An analysis of the 1931 four-year course curriculum shows that a number of academic subjects were added; History 3 which had been optional, became a compulsory unit of the Fourth Year, and two new commercial subjects were added. The two new subjects were Advertising and Salesmanship 1, and Practical Office Training 1, both in the new Fourth Year. The first of these was a general study of theory and method of advertising and salesmanship. Practical Office Training embraced study of, and practice in handling various machines used in business, including Comptometer and Bookkeeping Machines. The other commercial courses remained practically unchanged from the 1926 course, except that many were changed from one year to another. Secretarial Training became a required subject of the Third Year instead of an optional subject. Bookkeeping 2 became a required subject in Third Year instead of an optional subject of Second Year. As noted earlier, the academic subjects, with the exception of Mathematics, corresponded exactly to the corresponding units of the academic schools. The courses in Mathematics were

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general courses; the text, Canadian Business Arithmetic, Keast. In the first two courses, Rapid Calculation was an essential part of the course. Mathematics 3 involved some Algebra and elementary Trigonometry. The three courses in Commercial French, all options, differed from the regular French courses mainly in having less grammar.

In 1932 Dr. W. G. Carpenter reported that Turner Valley had opened a commercial department in Septemeber of that year. He also gave the numbers taking commercial courses in the year 1931 as follows:

Calgary Commercial High School	509
Strathcona Commercial High School	250
McDougall Commercial High School	502
Edmonton Separate High School	
Commercial Department	79
Lethbridge	192
Edson	25
Vegreville	25
	<hr/> 1582 (1)

The fact that Calgary had only 509 commercial students compared to Edmonton's 831 was ascribed mainly to lack of accommodation in the Calgary school. In the year 1933 Dr. Carpenter reported that Calgary had started a double-shift system in the Commercial High School. This plan was already in use in both the Edmonton schools. It brought one group of students to school from 8.30 to 12.30, and a second group to school from 1 to 5 in the afternoon.(2) By this method Calgary's registration was increased to 768.(3) In the same group of statistics the number of commercial students in the province had grown to 2066. The

1. Annual Report 1932, p. 68  
2. Annual Report 1933, p. 68

3. Annual Report 1934, p.74

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new school at Turner Valley reported 18 students. In September, 1934, new commercial departments were opened in Medicine Hat, Nanton, and Ponoka.(1) In September, 1935, Lacombe and Wetaskiwin were added to the list.(2).

In his report for 1935 Dr. W. G. Carpenter refers to the number of towns opening commercial departments.

Alberta has had a rather interesting experience in commercial education in small towns. Several of the smaller town school boards have been conscious of the limitations of the regular academic courses in satisfying the requirements of young people competing for employment. While many boards have been interested in organizing shop courses, the expense under prevailing economic conditions has been a difficulty. It has been cheaper to set up a commercial programme, and it has been done in Turner Valley, Nanton, Ponoka, Lacombe, Vegreville, Edson, and Wetaskiwin. In towns like these there are many young people with regular High School Diplomas who have been unable to secure employment. They have been wandering about idle, waiting for something to do. By means of a commercial programme an additional year is provided at school with utilitarian subjects of study; and in each of these places, from 20 to 30 young people, with excellent academic background have returned to these classes. When times improve, these classes may cease to attract pupils, but the typing equipment provided will be then available for the teaching of Typewriting in the Intermediate School, for which provision has been made as well as for Junior General Business. These Commercial Schools in the smaller towns have been functioning in a splendid manner.(3)

Dr. Carpenter's reference to Typewriting and Junior Business in the Intermediate School foreshadowed sweeping changes in the whole educational structure of the province. A program of modernization, starting in 1936 under the energetic leadership of Dr. G. F. McNally, Deputy Minister

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1. Annual Report 1934, p. 72
  2. Annual Report 1935, p. 84
  3. Annual Report 1935, pp. 83-84

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of Education, and Dr. H. C. Newland, Supervisor of Schools, has brought Alberta to the forefront in educational reform. The educational system of the province is now one of the most modern and advanced in America.

### The Intermediate Schools

Educational reform in Alberta consisted of two major steps; the establishment of the larger unit of administration, and the change to a 6-3-3 plan with consequent curricula revision.

The first of these, the larger unit, does not directly concern us here. It consisted of dissolving the small school districts and organizing the province into Divisions, each under a Supervisor appointed by the Department of Education, and an elected Divisional Board. The Supervisors have great authority in appointing teachers and supervising their work. This fundamental change has made possible the success of other changes in the school system.

In September, 1936, the new Programme for the Elementary Schools went into use. The Elementary School consists of Grades I to VI. Grades VII, VIII, and IX form the Intermediate School, and the High School is now a three-year course comprising Grades X, XI, and XII. This change involved a complete revision of all curricula and a change in the system of examination. Grade IX was made a testing point with a

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Departmental Examination for entrance to the High School. There is no other departmental examination until the end of Grade XII is reached, where there is an examination for the High School Diploma.

It was the intention of the Department to introduce the new Intermediate Programme in September, 1936. However, as the Programme was not entirely ready, the new Grade IX only was put into use; Grades VII and VIII following in 1937. The Intermediate School is intended for students of the adolescent age.

It offers a distinctive programme of studies and activities specially suited to pupils who have attained the status of early adolescence. Like the elementary school, it represents an attempt to adjust the school programme and environment to the needs of an age group. Like the high school, it offers a programme of liberal cultural studies, but with the difference that its programme is not primarily concerned with preparation for advanced academic instruction.

It is a difficult matter for most adolescents to make a wise choice from the adult occupations. Some will later go to the farm; some will go into the trades, some into business; some will find clerical or civil service positions; and some will enter the professions. But the intermediate school cannot segregate these groups. It must offer a sound "core" of instruction that is of value to all pupils, and, by way of enriching the programme, make provision for individual interests and aptitudes through elective and more or less exploratory courses. The intermediate school must be a preparatory school for pupils who will proceed to the high schools; but at the same time it must serve as a "finishing school" for pupils who, for one reason or another, are unable to advance beyond Grade IX.(1)

The Programme consists of a core of five required subjects which, with supervised study periods, fill 28 of the 40 periods per week. From a list of optional subjects, each



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student was to select three to make up the other twelve periods. The options were divided into three groups.

The elective and optional courses will be of three kinds:

(a) Those designed to develop cultural appreciation, and to train leisure time hobbies and avocational pursuits. Amongst these will be courses in Music, Art, Dramatics, and Craftwork, involving participation in clubs, plays, and school band or orchestra.

(b) Exploratory courses, such as courses in General Shop, Commercial and Industrial Art, Home Economics, Typewriting, and Bookkeeping. These courses will explore the personal resources of the pupils through suitable and adequate activation, intelligent selection, and experimental direction.

(c) Prevocational courses, similar to those listed in the preceding paragraph, but more intensive and extensive.(1)

The subjects of Grade IX of the Intermediate Programme and their time allotment in periods per week, as given in the Programme, are:

<u>Compulsory Subjects</u>		<u>Optional Subjects</u>	
English	5	Art	2-4
Social Studies	5	Dramatics	2-4
Health and Physical		Music	2-4
Education	3	Elementary Bookkeeping	2-4
Mathematics	5	and Junior Business	
General Science	5	Typewriting	2-4
Supervised Study	5	Oral French	2-4
		General Shop	2-4
		Home Economics	2-4 (2)

The Department of Education did not hope that this Intermediate School Programme could be offered in its entirety in all areas of the province, but this is the ideal towards which they are working. In rural areas and villages the schools give whatever options they have equipment for or which the teachers have qualifications to teach. In towns

1. Programme of Studies for the Intermediate School, 1926, p.6
2. Ibid, p.10

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and cities more options are available, and the large city Intermediate Schools offer all the options.

The Intermediate Schools in Alberta have been enthusiastically received by teachers, students and the general public. They provide a programme eminently suited for adolescent children, and provide an excellent background for the High school. Their exploratory courses make an excellent basis for vocational guidance. Finally, the Grade IX Examination and Diploma are of particular value to students who are unable to carry their formal education any further.

From the first the commercial options proved to be very popular. In the first year, 1936-37, Elementary Book-keeping and Junior Business was the most popular option, being selected by 6,752 students of a total of 8,349 who were candidates in the first Grade IX Examination. Typewriting was chosen by 1,265, a number that would have been much larger if more schools had been equipped with machines.(1)

- There has been a great interest in the Typewriting and Junior Business options. Hundreds of schools are offering instruction in these subjects, and over a hundred schools introduced typewriters as part of their equipment. On the whole, very gratifying results have been achieved. This is quite surprising in the light of the meagre training on the part of some of the instructors handling this subject. Banff installed a new Commercial Department in September.(2)

Grade IX students are recommended for credit in optional subjects by teachers or principals of schools. They write Departmental Examinations in the Compulsory Subjects only.

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1. Annual Report 1937, p. 29  
2. Ibid Report of the Director of Technical Education, p. 76

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## Revision of The High School Commercial Course

The general revision of the school curricula of Alberta made necessary a revision of the Commercial Course, particularly because the introduction of the Intermediate School shortened the High School Course to three years.

As early as July, 1935, a conference was held in Edmonton with a group of commercial teachers meeting Dr. Newland, Supervisor of Schools, and Dr. Carpenter, Director of Technical Education. The problem was to draft a three-year course for the new High School. It was at this conference that the question was first discussed as to whether there was any essential difference in the methods followed and the results obtained by the academic and commercial schools. The conference then discussed the value of various subjects then in the Commercial Course relative to their retention or non-retention in the new course. The value of retaining such subjects as Commercial French and Business English was seriously questioned; the general opinion being that the English and French in Commercial Schools should be the same in aim and content as in the Academic High schools.

In the Annual Report of 1936 Dr. Carpenter said that his main activity during the year was supervision of curriculum changes for the Technical Schools and Commercial Schools.(1)

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The new Grade X Commercial Course was to be introduced in September, 1937, to accommodate the students who passed the first Grade IX examination in June of that year.

In December, 1936, Dr. Carpenter wrote to a large number of commercial teachers in the High Schools, asking for their opinions on the value of certain subjects of the program, of the texts then in use, and of the methods used. He received hearty co-operation from the teachers, so that the new Programme is the result of careful work on the part of a large number of officials working under the guidance of Dr. Carpenter.

When the new Grade X was introduced in September of 1937, the general plan of the High School Programme emerged. Each subject is given as many "credits" as the number of periods per week to be given to instruction in the subject. A week consisted of 35 periods for instruction and 5 study periods. Students who earn 100 or more credits are given a High School Diploma, which will be the same for all students, no matter what subjects are taken. The distinction between Matriculation, Technical, Commercial, and Normal Entrance Courses disappeared. There is now one course taken by all students. Only English, Social Studies, and Health and Physical Education are required of all students.(1)

The new Grade X was introduced in September 1937; the Grade XI in September 1938, and the Grade XII in September, 1939. Thus the full program is now in use and

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the first graduates will receive the new High School diploma upon completing 100 credits in June, 1940. The majority of these will be students who started in the new Grade IX when it was introduced in September, 1936. The regulations for each year of the new course were issued in the year of its introduction, consequently the Programme of Studies for the Year Ending June 30, 1940, is the first that includes all the new Programme. The summary given here is taken from this Programme.

The course for each year is divided into Compulsory Subjects and Electives. For Grade X the Compulsory Subjects are:

- English (5 credits)
- Social Studies (5 credits)
- Health and Physical Education (3 credits)

The Electives are divided into four groups. Group A are described as Academic subjects, Group B as Commercial, Group C as Technical, and Group D as General. The commercial subjects form one group of Electives. For Grade X the Commercial Electives are:

- Bookkeeping 1 (5 credits)
- Stenography 1 (5 credits)
- Typewriting 1 (5 credits)

Students who wish to take a predominantly commercial course select one or two subjects from the Academic or General Groups of Electives, take at least two of the Commercial subjects, and thus, with the Compulsory subjects made up their 35 credits. In the General Group of Electives are Bookkeeping 2A, Stenography 1A, and Typewriting 1A. These differ from the regular



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commercial subjects only in carrying three credits each instead of five, and thus are given only three periods of instruction per week. They are taken as general options by students who do not propose to use them vocationally. Bookkeeping 1A and Stenography 1A are often taught in schools which have not the equipment to teach Typewriting.(1)

In Grade XI Compulsory subjects are English 2 and Social Studies 2, each with five credits. The Group B Commercial Electives are:

Bookkeeping 2 { 5 credits)  
Typewriting 2 { 5 credits)  
Stenography 2 { 5 credits)  
Office Practice 1 (5 credits)

Not more than three of these could be elected. In lieu of the second units in Bookkeeping, Typewriting, and Stenography, the first units of these may be taken, but students could take only one first year unit. In the General group of Electives for Grade XI is Commercial Law 1 (3 credits). In Grade XI, students may select two subjects listed as Grade X Electives provided they had not already been taken. This means that some Grade XI students may elect Typewriting 1A, Bookkeeping 1A, or Stenography 1A. In the Commercial subjects, as in all others, first units were prerequisites for the corresponding second units.(2)

In the Third Year or Grade XII the Compulsory subjects are English 3 and Social Studies 3. The Grade XII Group B Commercial Electives are:

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1. Programme of Studies for the High school, 1939, Bulletin 1, pp 9-10
  2. Ibid, p. 12

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Bookkeeping 3	{ 5 credits}
Office Practice 2	{ 3 credits}
Secretarial Training	{ 5 credits}
Business Machines	{ 4 credits}

In lieu of one or more subjects of Grade XII Group B the same number of subjects may be chosen from the list of Commercial Electives for the First and Second Years. Bookkeeping 2 is a prerequisite for Bookkeeping 3 and Office Practice 1 for Office Practice 2.(1)

Under the new Programme there will be a Departmental Examination at the end of the Third Year, the first under the new system being held in June, 1940. Examinations will be provided in the Commercial subjects as well as in all others. Students who have taken most of these will receive the High School Diploma upon securing a minimum of 100 credits. A standing of not less than 50% is required in each subject of the Third Year.

The former Special One-year Courses are also being modified. During the year 1938-9 students who had a minimum of 13 units of the old Grade IX and X, or the new Grade IX together with 13 credits in Grade X of the new course, could be admitted to a special one-year course. In the present year, 1939-40, the entrance qualifications for this one-year course have been raised to Grade XI standing. After this year there will be a special one-year course in commercial subjects open only to students who hold the High School Diploma. This course will be a strictly vocational course for high school graduates who have not taken commercial subjects in their

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high school course, but who wish, after completing high school, to prepare themselves for positions in business life.

The Stenography courses are vocational in nature and the standard is 100%, assuming that in a vocational course work is satisfactory only when it is perfect. The standard for Stenography 2 is from 80 to 100 words per minute. Stenography 1A is regarded as being partly a try-out course and the aim is to complete about 60% of the course in Stenography 1.

Typewriting may be taken by students who expect to use it in business or by students who want it for non-vocational purposes. In schools specializing in commercial subjects--the former Commercial High Schools--the vocational aim is stressed. The text used in all Typewriting Courses is Complete Typewriting Course, Stuart. This text introduced the word-pattern method of learning typewriting, a method which is based upon the latest established psychological principles. Typewriting 1A is described as a non-vocational course intended to give the student a mastery of the typewriter sufficient for practical purposes.(1)

The Bookkeeping courses consist of three units, one placed in each year. The first unit is built around the theory of debit and credit and the fundamental bookkeeping equation. In the Second Year, partnership adjustments and procedures are introduced. The Third Year is devoted to corporation bookkeeping. These courses are usually taught

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with a vocational outlook. Bookkeeping 1A is not vocational. Its principal aim is to help students to understand the business world in which they live. Some students take it as a preparatory course for Bookkeeping 1, but for the majority it is the only course in the subject which they will take. For the year 1939-40 a new text has been prescribed for all Bookkeeping Courses to replace Canadian Modern Accountancy. The new text is 20th Century Elementary Course Bookkeeping and Accounting.

The courses in Office Practice replace the former course in Office Practice and Secretarial Training. They consist of two parts, Correspondence and Office Routine. The chief text in use is Practical Office Training, written by Mr. J. Percy Page, principal of McDougall High School, Edmonton. In Grade XII there is a course in Secretarial Training to carry on and complete the training of the stenographer.

Commercial Law is placed in the General Group in Grade XI because it is recognized as a subject of real worth to all pupils, whether they are specializing in commercial subjects or not. The course avoids legal technicalities and is related directly to the principles of right and wrong in business dealings. The text is Manual of Canadian Business Law, Falconbridge and Smith. (1)

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## Training of Commercial Teachers

The early commercial teachers in Alberta were brought from Ontario, where they had the benefit of commercial courses already outlined. Their Ontario Certificates were accepted in Alberta. The practice of importing commercial teachers continued until recent years. Many local teachers took courses in the private business colleges and thus became commercial teachers. Others took the courses and examinations for the British Columbia Assistant's and Commercial Specialist's Certificates referred to in the chapter on British Columbia. Many graduates of the University of Alberta with the degree of Bachelor of Commerce have become commercial teachers. However, until 1936, there was no training course in Alberta, nor any certificate for commercial teachers.

When the Intermediate Programme was organized in 1936, the Department of Education began training courses for teachers. The first teacher training course in Elementary Bookkeeping and Junior Business was held at the Summer School of 1936, enabling teachers to secure the special qualifications required for this subject. In 1937, the training courses were extended to include Typewriting and Stenography. These training courses have been in great demand at Summer School, several hundred teachers taking them each year. Teachers require special certificates to teach these optional subjects in Grade IX and to teach the 1A units of Grade X.

In 1938 the Department of Education revised the exist-



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ing regulations governing the training and certification of teachers, and in January 1939 issued a pamphlet entitled "The Training and Certification of Teachers in Alberta". Prior to this there had been several classes of certificates; Second Class, First Class, Academic, and High School. Now two classes only will be issued; the Elementary and Intermediate School Certificate, valid as a license to teach Grades I to X inclusive, and the High School Certificate, a license to teach Grades VII to XII inclusive. Teachers who hold either of these General Certificates or one of the earlier ones, Second Class excepted, may qualify for certain Special Certificates.(1)

There are a number of these Special Certificates in Commercial Subjects. In each of Bookkeeping, Typewriting, and Shorthand, teachers may obtain a Junior Certificate in any one of three ways:

1. By attending one summer school session in the subject and obtaining 2 credits.
2. By being granted credit in Bookkeeping I, Typewriting 1, or Shorthand 1 of the revised High School Programme.
3. By obtaining a certificate in the subject from a recognized business college.

The Junior Certificate in Bookkeeping may also be granted to teachers who hold university credit for an approved course in Accounting.(2) The School of Education of the University of Alberta, which trains candidates for the High School Certificate, also gives fifty hours of instruction in Junior Business, after which the students are given the Junior Certificate in Book-

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1. The Training and Certification of Teachers in Alberta, 1939, p. 12-13  
2. Ibid, p. 22-23

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keeping. Normal School students are given twenty-five hours instruction, and receive an Interim Junior Certificate in Bookkeeping. These Junior Certificates are the minimum qualification for teaching Typewriting and Elementary Bookkeeping and Junior Business in Grade IX and for Bookkeeping 1 A, Typewriting 1A, and Shorthand 1A of the Grade X.(1)

There are also Senior Certificates in Stenography, Typewriting, and Bookkeeping. These may be obtained in three ways:

1. By attending one summer school session and securing 2 credits in the second unit of these subjects.
2. By obtaining standing in the second unit of the subjects in the revised High School Programme.
3. By obtaining a diploma from a recognized business college.

University credit for an approved course in Accounting is also accepted as a basis for granting the Senior Certificate in Bookkeeping.(2) These Senior Certificates in addition to the High School Certificate give the holder a license to teach Bookkeeping I and II, Typewriting I and II, or Shorthand I and II.(3)

Besides the separate Special Certificates in specific subjects, there are the Senior Certificates in Commercial subjects and the Advanced Certificate in Commercial subjects. The first of these may be granted to a teacher who holds the Elementary and Intermediate School Certificate or the First Class Certificate and has also satisfied all of the following requirements:

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1. The Training and Certification of Teachers in Alberta 1939 p. 15
  2. Ibid, pp. 23-4
  3. Ibid p. 16

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## Certificates of Courses

<u>Certificates or Courses</u>	<u>Credits</u>
1. The Senior Certificate in Bookkeeping and in Stenography and in Typewriting	4 4 4
2. An approved course with successful attainment in Secretarial Training	2
3. Approved Standing in Commercial Arithmetic	2
4. Approved Standing in Commercial Law	1
5. Approved Standing in Economics	1
6. An approved course in Curriculum and Teaching Procedures for Bookkeeping, Steno- graphy and Typewriting	
Total	<u>2</u> 20 (1)

The Advanced Certificate in Commercial Subjects may be granted to teachers who hold the First Class, Academic, or High School Certificate together with the Senior Certificate in Commercial Subjects, and who satisfy the following additional requirements.

## Courses

<u>Courses</u>	<u>Credits</u>
1. Approved Standing in Accounting (Accounting 1, 10, 51, or 52)	2
2. Approved Standing in Mathematics of Finance (Mathematics 43)	2
3. Approved Standing in Money and Banking (Political Economy 66)	2
4. Approved Standing in <u>one of</u> : Economic History (History 55) Economic Geography (Political Economy 10) Trade and Transportation (Political Economy 64) Corporation Finance (Political Economy 69) Marketing (Political Economy 73)	2
Total	8 (2)

According to the pamphlet, some of these may be given from time to time at summer school, but the courses in parentheses are those at the University of Alberta which will be accepted for these credits.

1. The Training and Certification of Teachers in Alberta, 1939  
p. 24
2. Ibid, p.25

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Teachers who hold a degree in Commerce from a recognized university, or who hold the diploma of Chartered Accountant, may be granted an Interim Advanced Certificate in Commercial Subjects on passing the practical examinations in Stenography and Typewriting required for the Senior Certificate in those subjects. This Interim Certificate may be made permanent after two inspections. Teachers who hold a degree in Commerce from a recognized university and also a diploma from the School of Education of the University of Alberta may be granted an Interim Advanced Certificate in Commercial Subjects, which may be made permanent after two inspection reports.(1)

The issuance of these regulations has served to standardize the qualifications for teaching commercial subjects. To teach all the commercial electives, teachers must hold one of the two Certificates in Commercial Subjects. Either of these represents a high standard, quite the equal of that required in other provinces. On the other hand, the commercial options of Grade IX and the 1A courses of Grade X may be taught by teachers who have had only one summer course in the subjects and cannot rightly be classed as commercial teachers at all. However, the standard required is satisfactory for these units. In general, the commercial teachers of Alberta are very well educated and thoroughly trained professionally. They compare very favorably with those of any other Canadian province.

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Commercial education in Alberta is now well organized and integrated with the regular high school program. The commercial students now have the same opportunity to secure a general education as any other students. Commercial Departments are carried on in Calgary, Camrose (Lutheran College), Edmonton (Public), Edmonton (Separate), Lacombe, Lethbridge, Medicine Hat, Nanton, Ponoka, Red Deer (Separate), Red Deer (Public), Turner Valley, Vegreville, Wainwright (Separate) and Wetaskiwin.

Over 2000 students take the commercial subjects in these commercial departments. Bookkeeping 1A and Typewriting 1A are popular general options in high schools which have not regular commercial departments. In 1938-39 Bookkeeping 1A was offered in 130 schools outside Edmonton and Calgary; Typewriting 1A in 89, and Stenography 1A in 32. In the cities of Calgary and Edmonton almost all the electives are offered, and true composite high schools are being built up.

In the Intermediate Schools of the province Junior Business and Elementary Bookkeeping has proved to be the most popular option. In 1937-38 it was taken by 7032 Grade IX students. Typewriting was sixth in popularity, and was taken by 2146 students. In the schools equipped with typewriters nearly all the students select this option, and if all schools were so equipped, Typewriting would not doubt rank first among the options.



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At the beginning of the fall term of 1938-39, Dr. A. B. Currie, formerly of the staff of McDougall Commercial High School of Edmonton, was appointed High School Inspector for the central part of the province with special responsibility for the organization and supervision of commercial work. throughout the province. This appointment relieved Dr. W. G. Carpenter of this work, which he had been responsible for, in addition to his steadily-growing duties as Director of Technical Education. Dr. Currie is well qualified for his new work, and he will be able to give the necessary time to organization and supervision of this part of the school system. With a growing consciousness of the need for adequate provision for commercial education and careful organization, the future gives promise of steady development.

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TABLE V  
STATISTICS OF COMMERCIAL EDUCATION IN ALBERTA

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## CHAPTER VIII

### COMMERCIAL EDUCATION IN SASKATCHEWAN

#### The Early Years

The early history of education in Saskatchewan is much like that of Alberta. The eight Standards of the days of the North West Territories were carried on for the first few years. Bookkeeping was a part of Arithmetic in Standard V, and consisted of Business Forms and Single Entry.(1) Bookkeeping was also a subject of study in Standard VI.(2) The school population was then very small. In 1906 there were 1872 students in Standard V and 573 in Standard VI.(3)

In 1907 the province made provisions for secondary education. The form of organization chosen was based on that of Ontario. The Secondary Education Act of 1907 provided for the establishment of High School Districts to be distinct from the Public School Districts. Thus the High School system is a separate organization rather than the outgrowth and extension of the public schools. A High School was required to have at least two teachers and certain library and laboratory facilities. In accordance with this Act, Regina, Moosomin, Prince Albert, Moose Jaw, Qu'Appelle, and Weyburn established High School Districts. Another Act provided that high schools with at least four teachers, of whom the principal was to hold a Collegiate Certificate and two assistants were to hold High School Certificates, might be raised to the status of Collegiate Institutes. The Collegiate Certificate was granted to graduates

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1. Annual Report 1906, p. 68

2. Ibid, p.84

3. Ibid p.16

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of Canadian or other British Universities who held the First Class Certificate and had three years of experience. For the High School Certificate two years of experience were required.

The school course was rearranged at the same time into eight grades in the Elementary School, and into Junior, Middle, and Senior Forms in the High School. Students in the High School could choose one of a General Course, a Teacher's Course, a University Course, and a Commercial Course. This latter course was described thus:

For instruction in the fundamentals of a business education. This course is intended to cover approximately two years' work and shall be taken up only when the staff, the equipment, and the accommodation are adequate. Persons taking the commercial course shall be required to take in addition such subjects of the general course as are prescribed for each form, subject to such modifications as may be deemed advisable by the principal and approved by the Commissioner. An examination on the course will be held at the same time as the annual departmental examinations for teachers' diplomas. Persons who are successful shall be granted a diploma certifying thereto.(1)

The General Course was intended to include the subjects of a general education.

For the instruction in certain subjects regarded as essential for a general education. It shall include the following subjects as prescribed for the Junior and Middle Forms of the high school course of study.  
Junior Form - Reading, Writing, Spelling, Composition, Literature, Arithmetic and Mensuration, Geography, History.

Middle Form - Reading, Writing, Spelling, Composition, Literature, Grammar, History, Physical Science.(2)

Bookkeeping was required in the Third Class Teacher's Course, and was listed in the subjects for Junior Form and

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1. Annual Report 1907, p.68

2. Ibid, p. 67.

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Middle Form from which the University Course was chosen.(1)

The Commercial Course was prescribed to be ready when schools were equipped and staffed for it. In 1908 Saskatoon and Carlyle organized High School Districts, and Regina and Moose Jaw were elevated to the status of Collegiate Institutes. These two schools were reported to have made provisions for the Commercial Course.(2) This Course was taught for the first time in 1908-09, and three students received the First Year Commercial Diploma in 1909. In 1910 there were 37 students who received this Diploma, and one received the Second Year Diploma.

The 1911 Report makes note of some changes in the Commercial Course.

Provision shall be made by which persons taking the commercial course may receive instruction in each year of the course in the following subjects prescribed for Part I and Part II for Third Class Diplomas, which shall be regarded as parts of the course, namely:

Part I - Reading and Literature, Spelling, Composition and Rhetoric, Grammar, Arithmetic and Mensuration, English, History.

Part II - Reading and Literature, Spelling, Composition and Rhetoric, Grammar, Arithmetic and Mensuration, English History.(3)

The requirements for the commercial subjects of the course were also given.

First Year

Bookkeeping and Business  
Papers  
Shorthand  
Typewriting  
Commercial Arithmetic  
Rapid Calculation

Second Year

Bookkeeping  
General Commercial Law  
Shorthand  
Typewriting  
Commercial Arithmetic  
Economics  
Accounting (4)

1. Annual Report 1907, p. 67

2. Annual Report 1908, p.9

3. Annual Report 1911, p.77

4. Ibid, p.107



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The standards required were not very high at that time. Shorthand students were required to attain a speed of 80 words per minute with transcription on the typewriter at the rate of 15 words per minute. The standard for Typewriting was 30 words per minute in the Second Year. First Year Bookkeeping involved double and single entry with the use of journal, cash book, invoice book, sales book, etc. Second Year Bookkeeping brought in the use of special columns in the books of original entry, partnership, trading accounts, simple joint stock company accounts, etc. The Second Year course Accounting involved simple auditing, cost accounting, depreciation, reserve, partnership adjustments, etc.

The numbers taking the Commercial Course remained about the same for several years. Thirty-five students were given First Year Diplomas in 1911, and 14 were given Second Year Diplomas. In 1915 for the same Diplomas the numbers were 36 and 14 respectively.(1)

#### The Foght Report

In 1918 Dr. Harold W. Foght of the Bureau of Education, Washington, D.C., who had been commissioned to make a survey on behalf of the Legislature, submitted a report entitled "Survey of Education in the Province of Saskatchewan". He reported that in 1918 there were 22 incorporated High Schools and Collegiate Institutes in operation, with an enrolment of about 3800 students.

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1. Annual Report 1915, p. 21

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The courses provided for in the regulations are as follows: General Course, Teachers' Course, Matriculation, Commercial Course, Agriculture. An examination of Table 21 below (1916-17) shows that only two of these courses exist in actual practice to any extent. In all the Province only 12 pupils (all girls) are reported in the general course. Moose Jaw, Regina, and Saskatoon report a total of 119 pupils in the Commercial Course, and Saskatoon reports 5 in Agriculture. All but a few per cent. of the pupils (2517) are in the Teachers' Course and the Matriculation Course, or in a combination course that includes both.(1)

Dr. Foght criticized the narrowness of high school education in Saskatchewan and recommended a systematic effort to popularize commercial and agricultural high school courses. He thought that agriculture should be particularly emphasized in a province in which it was almost the only industry. He also urged the establishment of Junior High Schools with pre-vocational courses.

#### The Vocational Education Act, 1919

As a result of the Foght Report the Legislature passed at the session of 1919 the Vocational Education Act. This Act provided that Vocational Schools might be established in schools built or rented for the purpose or in buildings used partly for other educational purposes. The Vocational Schools of Saskatchewan operate under this Act. The course in these schools is divided between vocational and academic courses. At least 40% of the time in the first two years is to be devoted to vocational work, and in the third year at least 50%. The remainder of the time is to be devoted to related subjects

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<sup>1</sup> Report of Harold W. Foght, 1918, p. 96

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(including English) and training for citizenship. Day schools established under the Act provide instruction in commercial work, home economics, and industrial work. Three year courses in these were prepared. The Act provided that the province would pay a grant to cover 50% of the salaries of teachers in these schools and an initial grant for equipment varying from 50% of the actual cost in centres with populations over 6000 to 75% in centres under 2000.(1)

The first work under the new Act was conducted in the Regina Collegiate Institute during the second term of 1919 and the first term of 1920, when evening classes in various technical subjects were carried on. During the second term of 1920 both day and evening classes were conducted in the Collegiate Institutes of Regina, Weyburn, and Moose Jaw. Yorkton had day classes only. These four Collegiate Institutes had First and Second Year Commercial Classes.(2) In 1924 these schools reported 462 students in the Commercial Course; 241 First Year, 187 Second Year, and 34 Third Year. Two hundred and twenty took Evening Commercial Classes.(3) In the next few years the number of students in these schools grew rapidly. In 1927-28 there were 326 Commercial students in Regina, 96 in Moose Jaw, and 371 in Saskatoon.(4) In Regina Motor Mechanics, Home Economics, and Woodworking were given also. Saskatoon had Carpentry Apprenticeship, but in Moose Jaw the Commercial Course was the only one given under the Vocational Education Act.

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1. Annual Report 1920, pp. 93-6

2. Ibid, p. 18

3. Annual Report 1924, pp.53-4

4. Annual Report 1928 p. 57

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In 1929 Regina started the construction of a new technical school. The cost of the building was to be shared by the city, the province, and the Dominion; the shares to be one half for the city, and one quarter each for the province and the Dominion.(1) The contribution of the Dominion was made under the terms of the Technical Education Act of 1919.

When a new Course of Study For Vocational Schools was issued in 1933, it made note of some changes in the conditions under which grants were paid. For day classes the province was to pay 40% of the salaries of teachers with a maximum of \$900 for any one teacher. In night classes the grant was also to be 40% of salaries up to \$2.00 per night for one teacher. In any vocational school the province was to pay 40% of the cost of equipment up to \$1000 per year.(2) In 1934 there were three Vocational Schools operating under the Vocational Education Act. There were 792 in Commercial Day Classes in Regina, 537 in Saskatoon, and 285 in Moose Jaw.(3)

In 1936 the curriculum of the High Schools in Saskatchewan was changed by introducing a General Course intended for students who were not preparing for either the Normal School or University. Up to that time there had really been only one course, except that in the larger centres the High Schools were able to offer a few more optional subjects than were those in small centres. For a number of years some

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1. Annual Report 1929, p. 15

2. Course of Study for Vocational Schools 1933-34

3. Annual Report 1934, p.21

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commercial and technical options had been on the course, but few of the schools had been able to give them. New legislation passed at the same time provided that school districts might be reimbursed for 40% of their expenditures for special equipment in agriculture, home economics, commercial work, shop work, or motor mechanics for pupils above Grade VIII. As a result of this legislation and the provision of a General Course with vocational options, Yorkton, Melfort, Assiniboia, Wilkie, Biggar, Kindersley, North Battleford, Melville, and Coronach opened Commercial Departments in 1936.(1)

The High School curriculum of Saskatchewan is still based on a four-grade system, although a change to a unit or a credit system is now under consideration. In the General Course the subjects English, History, and Health and Physical Education are the only compulsory subjects. Grade IX students choose from four to six options from a list of twenty provided. Among the options for Grade IX are Accountancy, Shorthand, and Typewriting. In Grade X Accountancy, Shorthand, Typewriting, Commercial Correspondence and Office Practice are among the options. In Grades XI and XII, for each of which a Departmental Examination is provided, there are five options to be selected. In Grade XI the same commercial options are offered as for Grade X. There are no commercial options in Grade XII.(2) Students taking the Normal

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1. Annual Report 1936, pp. 28-30

2. High School Curriculum for 1939-40, pp. 14-17



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School Entrance Course may take one or more of the commercial subjects as extra subjects in Grades IX and X with the consent of parents and principals. In Grade XI two of their options may be selected from the list for the General Course of Grade XI.(1) The number of High Schools in the province which have made provision for these commercial options is still comparatively small.

Students who take the three years of Accountancy, Shorthand, or Typewriting receive a fairly thorough training in these subjects. Either Pitman or Gregg Shorthand may be taught. No set speed is required in Shorthand, but a standard of 30 words per minute in Grade X and 40 words per minute in Grade XI is required in Typewriting.(2) The other courses, such as Commercial Law and Economics, are elementary and general in nature.

Students who wish to take a definitely vocational course in commercial subjects must attend one of the three technical schools, which are in operation at Moose Jaw, Regina, and Saskatoon. Considerable latitude is allowed these schools in determining the content of the subjects taught, in order that they will be able to meet the needs of the students. The commercial course is a three-year course. English, History and Physical Training are required in each year, and the courses are the same as the corresponding ones in the secondary schools.. Among the commercial subjects are Accountancy, Commercial Law and Economics, Stenography, Commercial Correspon-

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1. High School Curriculum for 1939-40, pp. 14-17  
2. Ibid pp. 25-84

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dence and Office Practice. Although the schools are allowed a good deal of liberty in deciding upon the content of these courses, they are definitely vocational in purpose and intensive in character. In the year ending June 30th, 1938, there were 978 students in the Commercial Course in Regina, 633 in Saskatoon, and 312 at Moose Jaw, a total of 1923 students. In the same year 1385 took night classes at these three schools. The statistics do not give the number of these that were in commercial subjects, but commercial subjects were taught in night classes in each of the three schools. (1)

Commercial education in Saskatchewan has not become very general as yet. Although many of the towns have installed equipment for the commercial options in their high schools, the total number taking them is still comparatively small. The three cities are the centres of intensive commercial training. With better economic conditions now in evidence, many more schools may be able to provide for commercial education.

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## CHAPTER IX

### PRIVATE BUSINESS COLLEGES IN CANADA

Private business colleges have played an important part in commercial education in Canada. As we have already noted in Chapter I, the demand for commercial training was met almost entirely by private business colleges until public education authorities saw fit to make provision for it. Almost every province had private business colleges long before there were commercial courses in public schools.

The history of some of the early private business colleges is very interesting. As early as 1796 a Mr. Cockrel offered at his private school at Newark (York) a course in Writing, Arithmetic, and Bookkeeping for four shillings a week. In 1812 a Writing School was opened in Kingston, and in 1833 Mr. Hynes opened a Commercial Academy at York (Toronto), in which, for the first time in Canada, Stenography was offered. In 1860 The British American Business College was established in Toronto. This college, the first real business college in Canada, taught all the recognized commercial subjects of that day, and prepared students for business positions as clerks, bookkeepers and stenographers. This institution carried on for many years, but has long since passed away.

The honor of being the private business college with the longest continuous history goes to the Ontario Business College at Belleville, which was founded in 1868 by Samuel G. Beatty and George Wallbridge, and has operated continuously

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for seventy-one years. In 1871 Mr. Wallbridge retired and Mr. W. B. Robinson joined Mr. Beatty, who remained as one of the co-principals until 1877 when Mr. J. W. Johnson came in as a partner and co-principal with Mr. Robinson. Mr. Johnson was principal of the college until 1919, a period of 42 years. When he retired, Mr. I. L. Moore, the present principal, became the head of the historic institution.

Many other business colleges have long histories. The Shaw Business Schools of Toronto opened their first school, The Central Business College of Toronto, in 1892. Now this system consists of twelve day schools in Toronto, twelve night schools, and the Shaw Correspondence School. The founder, Mr. W. H. Shaw, is still president of Shaw Schools, Limited. In the far west Miss E. A. C. Richards opened the Pitman Business College in Vancouver, British Columbia, in 1898, eight years before the province established a Commercial Course in the public school system. This pioneer school is still operating under the principalship of Miss E. A. C. Richards, who has been head of the institution for 41 years. In Alberta, a Commercial Course was organized at Alberta College when that institution was founded in 1903. Mr. C. E. Race, who later became Registrar of the University of Alberta, was the first teacher in this department, which has operated continuously since that time. The history of these schools is typical of that of many others in these and other provinces.

With the development of commercial schools and courses

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under the state school systems, the private business colleges have declined in importance. The students naturally prefer to attend schools provided by the state rather than to pay the high fees private schools must charge. In many areas, lack of accommodation in the existing public schools has served to maintain the attendance of the private schools. However, this is only temporary in most cases, and in time the regular commercial students will nearly all attend public schools. The attendance at private business colleges in Canada has declined from 30,034 in 1921, to 17,398 in 1935.(1)

In spite of this decline in attendance, private business colleges continue to thrive in almost every city and in many of the larger towns, and will likely continue to do so. Their number has increased from 100 in 1924 to 137 in 1937, both totals exclusive of Quebec.(2) These schools offer definite advantages to certain classes of students. In the first place, they usually have no entrance requirements comparable to those for the public schools, as students may enter most of them without even completion of elementary school. This appeals to older students whose earlier education was interrupted and who later wish to take a comparatively short, strictly vocational course. The public commercial schools in some provinces provide a one-year course, but they usually require high school graduation as entrance to this. A student who cannot meet these requirements must go

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1. Annual Survey of Education 1935

2. Dominion Bureau of Statistics, Bulletin 6, 1937, p.16



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to a private business college for a vocational course of one year or less. The private business colleges usually provide a great variety of courses, both in day and night schools, often teaching many specialized subjects and courses which the regular schools do not teach. As well, students may register for single subjects or combinations of subjects rather than for regular courses. This is a convenience for many students. Another advantage of private schools is that students may enter at any time and can usually proceed with their courses as rapidly as they desire, as much of the instruction is individual.

The average private business college gives a Secretarial Course, which usually takes about ten months to complete, a Shorthand Course of six months, and a Book-keeping Course of about six months. The Shaw Business Schools give no less than seven courses: Secretarial Course, Business Administration or Assistant Executive's Course, Complete Office Training Course, Stenographic Course, Shorthand Course, Commercial Course, and Primary Accountancy Course. In these seven courses there is a total of eighteen subjects. In addition, Shaw Schools give Correspondence Courses which prepare students for examinations for Chartered Accountants in many of the provinces, as well as courses corresponding to their regular courses. Many other commercial schools have correspondence departments. In many cases the courses of private business colleges have been accepted as qualifications in public schools for teachers of commercial

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subjects who hold the regular academic teachers' certificates. For example, Shaw Schools established a course for Commercial Specialists in 1896, and in 1914 the Ontario Government conferred upon the Shaw Schools the rank of Approved School in the training of commercial teachers. A great number of our commercial teachers have received their commercial training in private business colleges.

The fees charged by private colleges are usually quite high. The Pitman Business College of Vancouver charges \$20.00 per month or \$160.00 for nine months, this being the shortest time estimated for the secretarial Course. The Ontario Business College at Belleville charges \$115.00 for its Secretarial Course, which is considered an eight-month course. These are typical fees.

In 1937, according to the Directory of Private Schools in Eight Provinces, Bulletin No. 6 of the Educational Statistics Branch of the Dominion Bureau of Statistics, there were 137 Private Business Colleges in Canada; Ontario having 73, British Columbia 19, Saskatchewan 14, Nova Scotia 8, Manitoba 8, Alberta 7, New Brunswick 5, and Prince Edward Island 3. This Bulletin does not give any figures for Quebec, but the Quebec Bureau of Statistics of 1935-6 lists 48 independent schools with special courses, many of which are commercial. In these schools 1628 students took full time commercial courses, and 1590 took part time commercial courses. For the same year there were 17,398 students reported in private

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business colleges in the other eight provinces, thus making a grand total of 20,616 students. As noted earlier, the number of students in these schools has declined steadily since 1921.

It is not likely that private business colleges will disappear. For many students they will continue to be the most efficient means of securing a vocational training which will improve their chances of securing employment or securing better positions. However, the graduate of a business college who lacks the general education he would secure in a high school or vocational school commercial course, will always be at a serious disadvantage in competing for positions with students who have this good general education. This is the main factor in reducing attendance at business colleges.

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## CHAPTER X

### COMMERCIAL EDUCATION IN THE UNIVERSITIES

University degrees in Commerce are a comparatively modern development in Canadian universities. Since they have been instituted, they have increased in number more rapidly than have the Bachelor of Arts degrees.

The first record of commercial education at the university level is the report of a Diploma in Commerce established at the University of Toronto in 1901. This course did not lead to a degree, and was therefore neither effective nor popular. In 1909 a new course was organized as a Department of the Faculty of Arts, and was called the Department of Commerce and Finance. The course as then organized led to the degree of Bachelor of Arts. Students spent two years in study at the University, followed by two years of work in an office while continuing study of special subjects at the University.

The modern type of commercial course, as given in Canadian Universities, was a development of the years between 1920 and 1930. In 1920 only eight persons received the degree of Bachelor of Commerce or a similar degree, all in Quebec. The first Bachelor of Commerce degrees at the University of Toronto were granted in 1921. The Commerce Course at Queen's University was established as a Department of the Faculty of Arts in 1919. About the same time similar courses were being established in the universities of the

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western provinces and in Dalhousie University in Halifax.

At the present time, courses in commerce may be taken at Dalhousie, Laval, McGill, University of Toronto, Queen's, University of Western Ontario, University of Saskatchewan, University of Alberta, and University of British Columbia. At McGill and Queen's there are Schools of Commerce, and the University of Saskatchewan has a School of Accounting. The University of Western Ontario has a Department of Business Administration. In the other universities the degree in Commerce is granted under the Faculty of Arts. At Laval the main Commercial course is given in L'Ecole Supérieur De Commerce De Quebec, which is affiliated with Laval University. Commerce has not yet risen to the status of a faculty in any Canadian University. In addition to the universities mentioned above, commercial education at university level is given at the school of Higher Commercial Studies in Montreal, which has already been described.(1)

In most of the provinces there is little integration between the high school commercial courses and the commerce courses offered by the universities. Students who wish to enter the commerce courses of Canadian Universities do not require diplomas from commercial high schools. McGill University admits students to the First Year of Commerce if they have passed the Junior Matriculation to Arts or Science. Students who have passed the Junior Matriculation and also



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the Commerce Division of the Senior Matriculation Examination may enter the Second Year of Commerce. This examination includes Accountancy, and one of; French, German, or Spanish.(1) Toronto University admits students to Commerce with Pass Matriculation or Honour Matriculation to Arts. As well, there is a Pass Matriculation and an Honour Matriculation from Commercial High Schools and Departments. The required subjects for Pass Matriculation are: English, Canadian History and Geography, Mathematics, French, Science, and Business Arithmetic. For Honour Matriculation: English, Mathematics, French, and History of Commerce are required.(2) In the western provinces and at Dalhousie the ordinary requirements for matriculation to Arts are also the requirements for Commerce. In some cases in the past students who had completed commercial courses in high schools would not have matriculation to commerce courses in the universities. Toronto University alone has definite provision for the entrance of students who have completed commercial courses in high schools.

The course given in Commerce is much the same in all the Canadian Universities. It is intended to give the prospective business man or executive a sound general education as well as a broad professional background which will prepare him for business administration or teaching of commercial subjects, rather than for clerical or secretarial positions. The first year is either identical to, or much like the first year of the Arts course. The second year may introduce

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1. Calendar of McGill University 1939-40, p. 103  
2. Calendar of Toronto University 1939-40, p. 115

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Accountancy, but the majority of the courses are still general in nature. One modern language is usually required through the first three years. French, German, or Spanish may be chosen, and at the University of Toronto, Italian may be taken as the required language instead of one of the others mentioned. With the exception of Laval and Saskatchewan, the course is one of four years in all the universities.

The course of the School of Commerce of McGill University is representative of the others and may be taken as a typical university course in commerce.

First Year

English 1 and 2

Mathematics 1

French, or Spanish, or German

Theory and Practice of Accounts

Optional (two to be chosen)

Latin, or Greek,

German, or Spanish, or French,

Physics 1 or 1B, or Botany or Zoology, or Chemistry 1A

or 1B, or Chemistry 1B

History 1A

Second Year

French, or Spanish, or German

Theory and Practice of Accounts

Optional (Three to be chosen)

Economics 21

English

Mathematics 15

Mathematics 2 or 4

Psychology 1

German, or Spanish, or French

Chemistry

Physics 1 or 1B

Third Year

French, or Spanish, or German,

Theory and Practice of Accounts

Business Organization and Scientific Management

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Optional (Four 3-hour courses or their equivalent to be chosen)

Industrial Psychology 11 (half course)  
Psychology of Aptitudes 10 (half course)  
Commercial Law  
Economics 22  
Economics 23 and 24  
English  
Mathematics 16  
Spanish, or French, or German

Fourth Year (Five 3-hour courses, or their equivalent to be taken)

French  
Spanish  
Theory and Practice of Accounts  
Business Organization and Scientific Management  
Industrial Psychology 11 (half course)  
Psychology of Aptitudes 10 (half course)  
Mathematics 8  
Mathematics 3  
Mathematics 16  
Commercial Law  
Marine Insurance and Transportation (half course)  
Economics 25 and 26  
English  
(Third Year Accountancy and Third Year Commercial Law are prerequisites to Fourth Year Accountancy)(1)

This course has a limited number of required subjects and a wide range of options in each year. The courses at other universities do not offer such a variety of options, and most of them do not introduce Accounting until the Second Year, but in other respects their courses are very similar to the one at McGill. The only subjects which might be considered professional in nature are concentrated in the final two years of the course.

McGill offers also a Master's Degree in Commerce, and a similar degree was formerly offered in Queen's, but is not listed in the most recent calendar. At McGill, students who

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have taken all the courses in Economics in the undergraduate years of the Bachelor of Commerce course and have obtained at least second class standing, may take a course leading to the degree of Master of Commerce.

In addition to the Bachelor of Commerce degree course, Queen's University gives the only authorized course for articled students preparing for the Primary, Intermediate, and Final Examinations for the degree of Chartered Accountant. In the province of British Columbia this course is given under the direct administration of the Institute of Chartered Accountants of British Columbia. The Queen's course, which is given entirely by correspondence, is official for Alberta, Ontario, Nova Scotia, and New Brunswick. This course is taken by students who are articled to Chartered Accountants, usually for a period of five years.

Holders of the degree of Bachelor of Commerce are granted certain exemptions from the ordinary requirements of the Institutes of Chartered Accountants. In Ontario, for example, they have the following privileges:

1. Exemption from the Primary Examination (the first of the three required)
2. Exemption from the First and Second Year Course of instruction as given by Queen's University.
3. Deduction of two years from the five years of practical experience in a Chartered Accountant's office which is required of students who take the entire course under articles.

Exemptions in the other provinces are similar. In Alberta, as another example, holders of the degree of Bachelor of Commerce are allowed two years reduction in the required

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five years practical experience, exemption from all Queen's courses, and exemption from the Primary and Intermediate Examinations.

At the University of Western Ontario there are three courses given. There is a four-year course called the Secretarial Science Course, an Honour Course in the Department of Administration, and a course which is a combination of the other two as an Honour Course in the Department of Business Administration and Secretarial Science. The Secretarial Science Course is given under the Faculty of Arts. The Honour Course in the Department of Business Administration is recognized by the Institute of Chartered Accountants and is open to men only. A Diploma of Business Administration is given rather than a degree in commerce. The number taking this course is rather small, the number of graduates being two or three per year. The course given is very similar to the commerce course in the other universities.

At Laval there are two courses given in commerce. The minor one is given in two affiliated colleges which are apparently of junior status. The main course is given in L'Ecole Supérieure De Commerce De Quebec, which was affiliated with Laval in 1931. The course is a three-year course and is much like the commercial courses in the other universities; courses in languages, Business Administration, Statistics, etc. predominating. Since 1936 students who complete this course have been given the degree of Baccalaureat en Sciences Commerciales.



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Commercial courses are given at all the western universities. In Manitoba and British Columbia four-year courses are offered leading to the degree of Bachelor of Commerce. Each province offers also an Honours Course. In Manitoba this requires an extra year, but in the University of British Columbia it does not. At the University of Alberta there is a four-year course leading to the degree of Bachelor of Commerce. The course is very similar to that of McGill.

The University of Saskatchewan confers the degree of Bachelor of Accountancy. Two courses lead to this degree, one intended for prospective commercial teachers and the other for those intending to become professional accountants. Each course requires three years from matriculation. The courses have the first two years in common.

First Year

Economics 1  
Mathematics 2  
Accounting 11  
Accounting 16  
Accounting 21  
Commercial and Statute Law,  
Physical Training

Second Year

Two of Economics 11, 15, and 51  
Accounting 12  
Accounting 17  
Accounting 22  
Accounting 23  
Statute and Company Law

Third Year (For those preparing to teach commercial work)

English 2  
French 2 or German 3  
Three electives (1)

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The Third Year for students preparing for professional work as Chartered Accountants is spent in the office of a Chartered Accountant. The course outlined above is an intensive professional course. Seven courses in Accountancy are required as compared to a maximum of three in Alberta and four in McGill. On receiving the Degree of Bachelor of Accountancy a student is admitted to the Institute of Chartered Accountants of Saskatchewan. In order to receive the degree of C.A. he then (a) serves three years' apprenticeship (including the one year served as an undergraduate), and (b) passes Part II of the Final Examination conducted by the University Board of Examiners in Accountancy. In 1935 12 men and 5 women received the degree of Bachelor of Accountancy.

From this rapid survey a few important points emerge. First, since 1920 there has been a rapid development of commercial work in Canadian Universities. From 8 men who received the Bachelor of Commerce degree in 1920 the number has risen to 177 men and 25 women, or a total of 202 in 1936. Secondly, with the possible exception of the University of Saskatchewan, the course in commerce is not professional in nature, the purpose being to give the student a good education and a professional background suitable for administrators and business executives. A third observation is that in all the provinces graduates with the Bachelor of Commerce degree are allowed substantial exemptions in the professional work leading to the degree of Chartered Accountant.

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TABLE VI  
DEGREES CONFERRED IN COMMERCE BY UNIVERSITIES  
AND COLLEGES OF CANADA, 1920-1936

Year	1936	1934	1932	1930	1928	1926	1924	1922	1920
Canada	202	241	199	134	109	73	75	46	8
Men	177	208	164	117	101	59	67	44	8
Women	25	33	15	17	8	14	8	2	-
Maritime Provinces	19	26	16	12	13	5	2	-	-
Men	19	20	13	6	13	3	1	-	-
Women	-	6	3	6	-	2	1	-	-
Quebec	50	58	68	35	34	8	40	39	8
Men	46	54	65	34	33	7	37	38	8
Women	4	4	3	1	1	1	3	1	-
Ontario	77	88	85	59	54	43	24	7	-
Men	75	77	81	53	48	38	22	6	-
Women	2	11	4	6	6	5	2	1	-
Western Provinces	56	69	30	28	8	17	9	-	-
Men	37	57	25	24	7	11	7	-	-
Women	19	12	5	4	1	6	2	-	-

From Education Bulletin No.2, "Supply and Demand In The Professions In Canada"; Dominion Bureau of Statistics, Education Statistics Branch, Ottawa.

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## CHAPTER XI

### TRENDS IN COMMERCIAL EDUCATION

Commercial education in the public school systems of Canada is now about forty years of age, dating from Ontario's first course. In this comparatively short time a great deal has been accomplished. Although each province was given authority by the British North America Act to work out its own educational destiny, education has followed the same pattern of development in each province. The eastern provinces, particularly Ontario, were the models for the western provinces in establishing school systems. In recent years, however, some of the more important developments in education, such as the larger administrative unit, the 6-3-3 plan of school organization, exploratory courses in the junior high schools, and one unified high school course have been pioneered in the west, particularly in Alberta and British Columbia.

The preceding chapters, which chronicle the development of commercial education in each province, indicate that there has been a general similarity in trends across Canada. In the last century Bookkeeping was considered to be a general subject which should be taken by all students as part of a general education. In all the provinces it was required of practically every student until the early years of this century. By 1920 it had disappeared from the regular courses of most of the elementary and high schools. New Brunswick was the last province to drop it, Bookkeeping being required



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in Grades IX and X until 1928. The time devoted to Bookkeeping in the early elementary high schools was usually short, and the aim was not considered to be directly vocational.

When commercial education for vocational purposes was finally accepted as a part of the function of the public schools, the common procedure seems to have been to establish a commercial course by substituting Shorthand, Bookkeeping, and Typewriting for some of the English, History, or other subjects of the academic course. From this survey it appears that the early commercial courses were usually two-year courses to which students were admitted upon completing public school. These courses were obviously of inferior quality. The graduates were lacking in general education and often not well trained vocationally. These early courses tended to attract poorer students who disliked or had difficulty with the regular high school course.

From 1915 to 1925 Ontario and other provinces with commercial courses increased the length of the courses. The commercial course authorized for Ontario in 1915<sup>1</sup> was a three-year course which retained the chief elements of a general education. Educators were pointing out the need of commercial graduates having a sound general education. It is significant that the business men referred to in the investigation carried on by Mr. Sorsoliel<sup>2</sup> in 1922 were agreed that students looking forward to a commercial career should have very thorough train-

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1. Page 24

2. Page 32



ing in English, Penmanship, and Mathematics, although they were not agreed on what commercial subjects were desirable. By 1925 most of the provinces had increased their commercial courses to three years.

The years from 1920 to 1930 were the great years of development for all types of vocational education. General prosperity, ease of securing funds, grants from the Dominion Government under the Technical Education Act of 1919, generous provincial grants, and a wide-spread demand for vocational education combined to make these years of spectacular progress. For commercial education the most important general effect of this development, in addition to the great increase in the number of commercial schools and departments, was a marked tendency to a high degree of specialization. Commercial education tended to be separated quite distinctly from academic education and to be taught in special schools called Commercial High Schools, or in Vocational or Technical Schools. In Ontario, where special acts and regulations were set up to control vocational education, commercial courses were gradually transferred from high schools to vocational schools. In Alberta, Manitoba, and British Columbia, large commercial high schools were built up. In Saskatchewan commercial departments were established in the technical schools of the three chief cities.

This general trend towards specialization of schools had wide significance. Special courses were provided which set the commercial schools apart from other schools. In

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Alberta, for example, there were subjects in the commercial course called Business English, Commercial French, and Commercial Arithmetic. Even English and French were given a vocational bias. Special commercial examinations and diplomas were provided. The commercial schools and departments of the period centering on 1930 were distinctly vocational and specialized in character.

Since 1930 there have been two general and important developments in education in Canada. Commercial education has been affected by both. The first of these developments was the wide adoption of the junior high school plan. Earlier chapters indicate that many of the provinces have adopted or are adopting a system of organization which provides for six years of elementary school, three years of intermediate or junior high school, and three years of high school. British Columbia was the first province to definitely organize the junior high schools. Alberta adopted the system in 1936. New Brunswick is reorganizing its schools on a 6-3-3 basis, and Saskatchewan is considering the change at the present time. The city of Winnipeg and the cities of Nova Scotia have a similar organization. Ontario has a general Grade I X after which students may choose the type of school which they wish to attend. An important general characteristic of the intermediate school or junior high school is the provision of a wide variety of elective subjects. Many of these are intended to be exploratory in nature in order to test the aptitudes and

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inclinations of the pupils. As the preceding chapters have noted, commercial subjects are prominent among exploratory courses.

The other recent development is a pronounced reaction to the specialization of schools. Specialized schools and courses are now giving place to a single course and a common certificate for all graduates. In the secondary schools of Alberta, Manitoba, and British Columbia, there is now one course taken by all students and one diploma or certificate. Courses formerly designated as Academic, General, Commercial, and Technical have disappeared. In Ontario and other provinces where the commercial course is taught in vocational schools, there is still a special commercial course, but the same tendencies in the curriculum may be noted as in Alberta and British Columbia. In these provinces there is a "core" of English, Social Studies, and Physical Education taken by all students in all years. This is considered to guarantee a sound general education. A great number of electives is then provided, among which are the commercial options. Upon the completion of a required number of courses or hours all students receive the same graduation diploma. The curriculum is thus arranged to fit the needs of a great variety of students. Of course, a great many schools are not able to offer all the courses, but the modern tendency in Canadian education is definitely toward a composite high

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school which offers the essential common subjects, the general options, the commercial options, and the technical options in one school.

Another tendency in modern education, and one which is destined to become more important, is the emphasis now being placed upon the cultural values of vocational subjects. At one time certain subjects were considered as "cultural ", while others were said to be "practical" or "skill" subjects. Psychologists are now coming to the opinion that there are no subjects which are predominantly cultural, nor are there any which should be described as definitely non-cultural. The student who is taught to see how the particular skill he is learning is related to the general pattern of the society to which he belongs, may acquire as much culture from a typewriter or a lathe as he can from Latin or English. Teaching a student to do a job is much different from teaching him to think about his job. Progressive commercial teachers are now beginning to give attention to the cultural values of commercial subjects.

The difficulty of securing adequate statistics of commercial students of the province of Quebec makes it impossible to give an accurate estimate of the total number of students taking commercial courses in Canadian schools. The Dominion Bureau of Statistics in 1937 listed 116 schools which were either commercial secondary schools or secondary schools





with commercial departments. An estimate based upon the statistics given separately for each province in earlier chapters would indicate that approximately 30,000 students were enrolled in secondary commercial courses in 1937 in the eight provinces exclusive of Quebec. About 19,500 of the students and more than 50 of the schools were in Ontario. Many thousands take individual commercial subjects as options in general high school courses. Evening commercial classes in about 40 cities attract many more. Ontario alone has about 5000 students in evening commercial classes. Each year 12,000 or more students select commercial options in the intermediate schools and junior high schools. One hundred and thirty-seven private business colleges in 1937 had an attendance of 17,556 students. Each year the universities have 2000 or more students in commerce. Nova Scotia and Prince Edward Island are the only provinces without a regular system of commercial courses in day schools at the secondary level. In several of the provinces special courses are provided for the training of commercial teachers and lead to special certificates.

Commercial education in Canada will continue to develop. Commercial schools and departments have been filled to capacity in recent years. The demand for graduates will continue to grow with Canada's increasing importance as an industrial and trading nation. There is not likely to be an undue surplus of trained commercial workers. When other

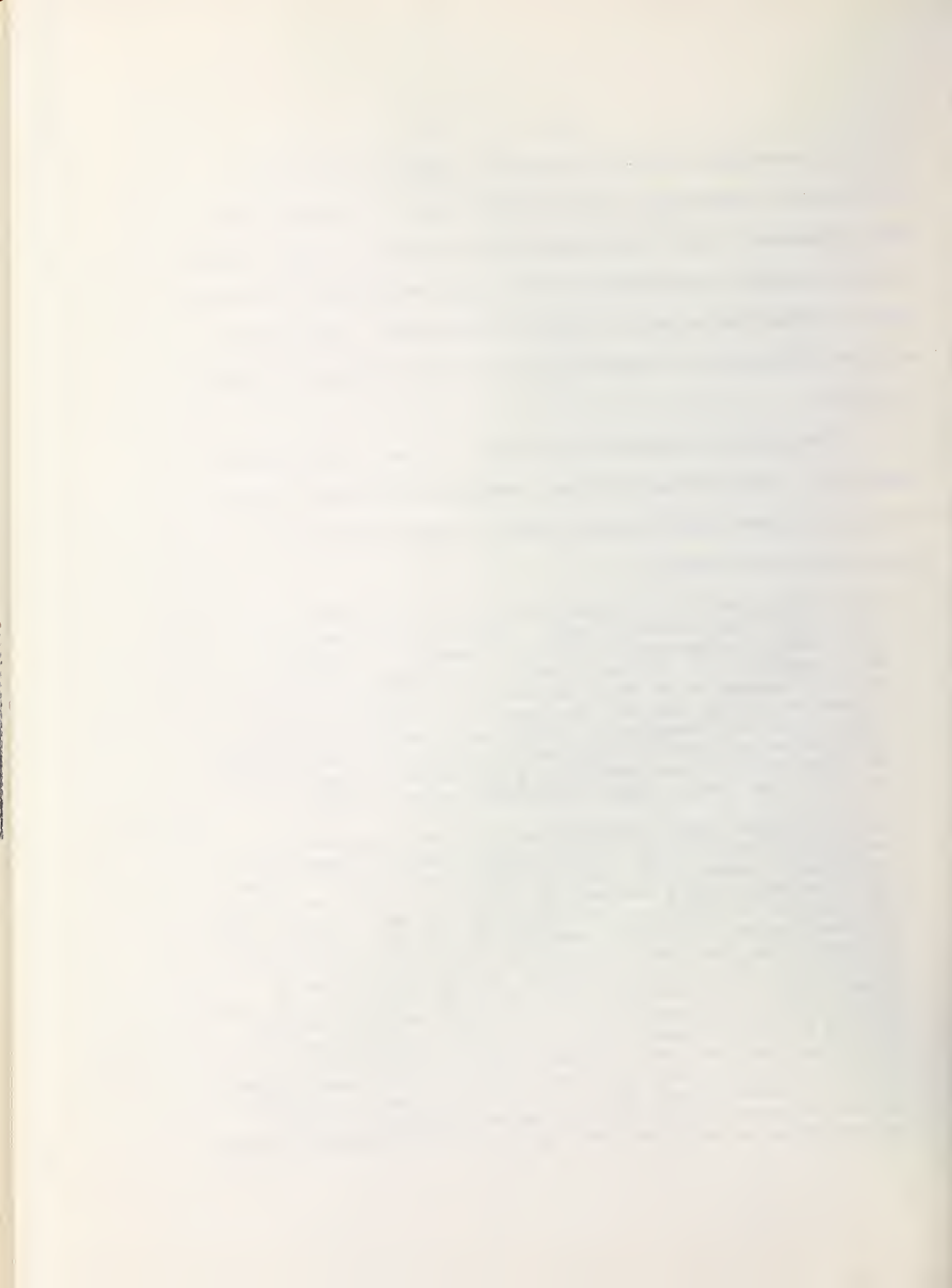


types of vocational education are as widely established as is commercial education, many students may be diverted into other branches. Our best schools are now able to give pupils a sound general education and a thorough vocational training, thus relating the school to life occupations. The schools are now beginning to adequately prepare the ordinary people for life.

The modern tendency is for more and more vocational education. The existence of our Dominion-Provincial Youth Training Program indicates the need for more vocational education in our schools.

The average child attended school for 6.58 years in 1911, for 7.58 years in 1931. Clearly, the two years of added dependence shown by the record of earnings were spent in two years of extra schooling. By analysing the change on a basis of sex, it is found that the extension of the age of dependence has been entirely among boys and young men. Girls have actually increased their earning power in the period, although the position of boys can only be partially attributed to replacement by girls and young women in gainful occupations.

Had lengthened school attendance involved some form of vocational training to fit students for employment when opportunity came their way it might have been of value. Unfortunately, this was not so in the majority of cases. In the fall of 1936 a questionnaire was sent to some 100 representative secondary schools throughout the Dominion to ascertain what had happened to the students who had left during the past 3 years either by graduation or other wise, i.e., how many went to other schools, how many were employed or unemployed. About 60 schools replied and it is significant that some 16,000 pupils had left by graduation and over 32,000 before graduation; 25 p.c. of the graduates were employed, 12 p.c. were unemployed, 35 p.c. unknown, and 28 p.c. in other schools, whereas of the non-graduates, 19 p.c. were employed, 13 p.c. unemployed, 54 p.c. unknown and 14 p.c. in other schools.





Of these 60 schools, only 22 had vocational officers who gave any time at all to placement, only 40 had any contact at all with employers, and only 14 with the Government Employment Service.(1)

One of the great needs of our modern educational system is for vocational guidance. If vocational training is to begin early in school life, vocational guidance experts should be employed to help students select the kind of training most suitable to their aptitudes and inclinations. Exploratory courses are now provided, but the results they reveal are not being used to any great extent in guiding pupils in further education. Every composite or vocational school should have a well-trained guidance officer or counselor whose function is to give pupils expert advice in choosing vocations and preparing for them.

Vocational education may expect further assistance from the Dominion Government similar to that provided by the Technical Education Act of 1919. The parliament has voted nearly three million dollars for the Dominion-Provincial Youth-Training Program in the last two years. In each province approved projects varying from training in mining, forestry, and agriculture to domestic science and commercial training are in progress. In normal times with adequate vocational training in the schools there should not be any need for such a program. The money now voted for it should be available for equipping and operating vocational schools.

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1. Canada 1939, p. xvi



Educators in every province are awake to the demands for vocational education. With general public support, adequate financial assistance, and the establishment of a thorough system of vocational guidance, vocational education will become a more and more important factor in our national life. In this future expansion commercial education will continue to retain a prominent place.





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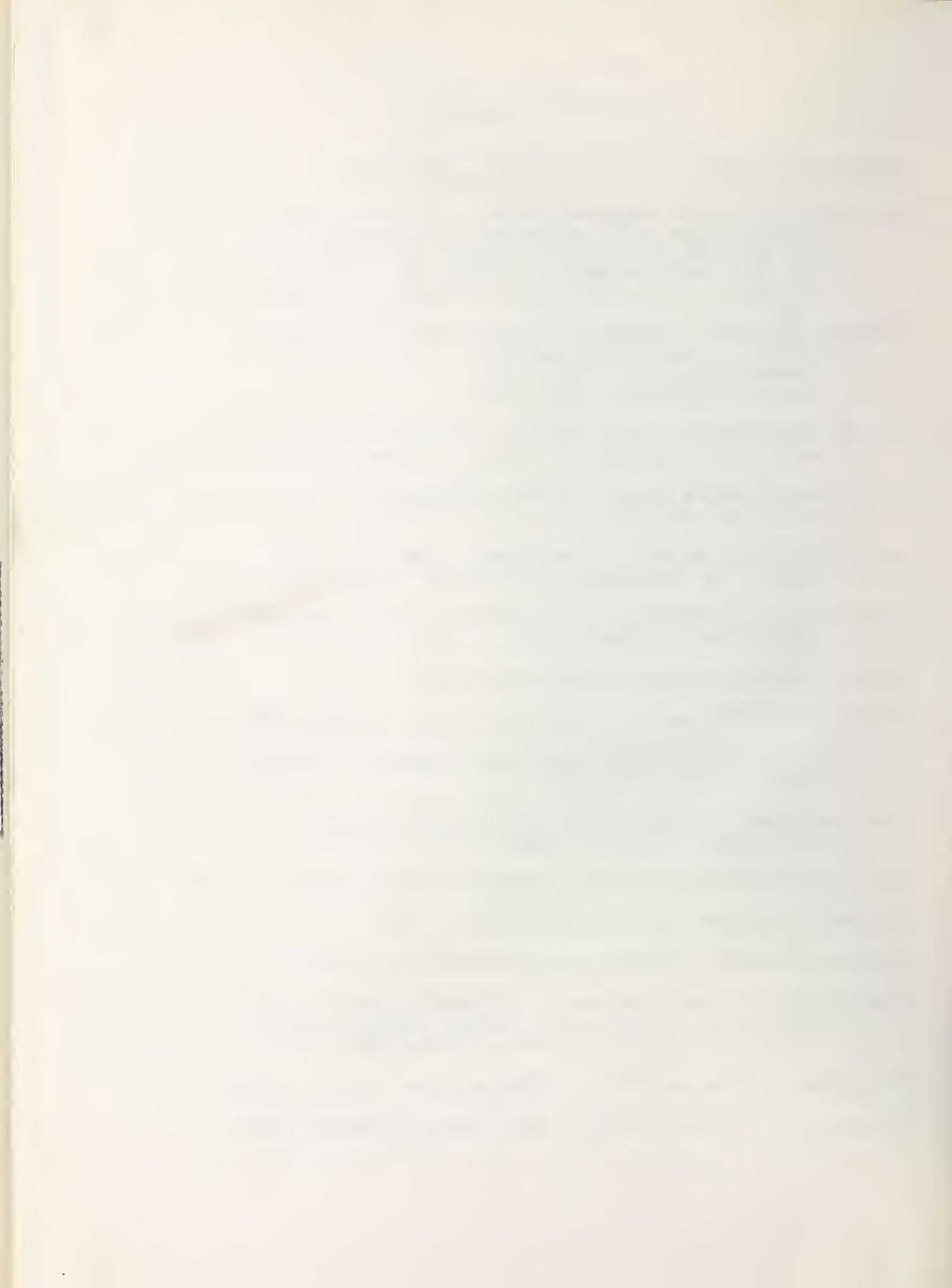
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